

The Catholic School Journal



This Teacher ... is saving valuable time by using these
FREE Pamphlets to help teach his Pre-Induction classes

These pamphlets match Pre-Induction Training course topics with a correlated list of motion pictures and discus-sional slidefilms. They can help you as they are helping scores of other teachers.

The correlation of the motion pictures and slidefilms with the various subjects has been completely worked out. This material is a real time-saver. What

**11,494
 LIGHTED
 PICTURES**

it really amounts to is a sub-ject index to 11,494 lighted pic-tures, any size, to help teach Pre-Induction courses. These correlations are yours for the asking. They are:

Fundamentals of Automotive
 Mechanics
 Fundamentals of Electricity
 Fundamentals of Machines
 Fundamentals of Shopwork

Each pamphlet gives the outline of recommended topics prepared jointly by the Pre-Induction Training Section, Civilian Personnel Division, Services of Supply, and the U. S. Office of Education with the appropriate Jam Handy slidefilms and motion pictures indicated opposite each topic. The selections have been carefully made by teachers familiar with both the course of study and the content of the slidefilms and motion pictures.

Write today for your Pre-Induction Training Visual Aids Correlations . . . **FREE!**

The JAM HANDY Organization

★New York
 1775 Broadway

★Washington, D. C.
 Transportation Bldg.

★Detroit
 2900 E. Grand Blvd.

★Dayton
 310 Talbott Bldg.

★Chicago
 230 N. Michigan Ave.

★Los Angeles
 7046 Hollywood Blvd.

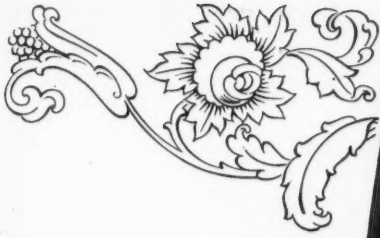
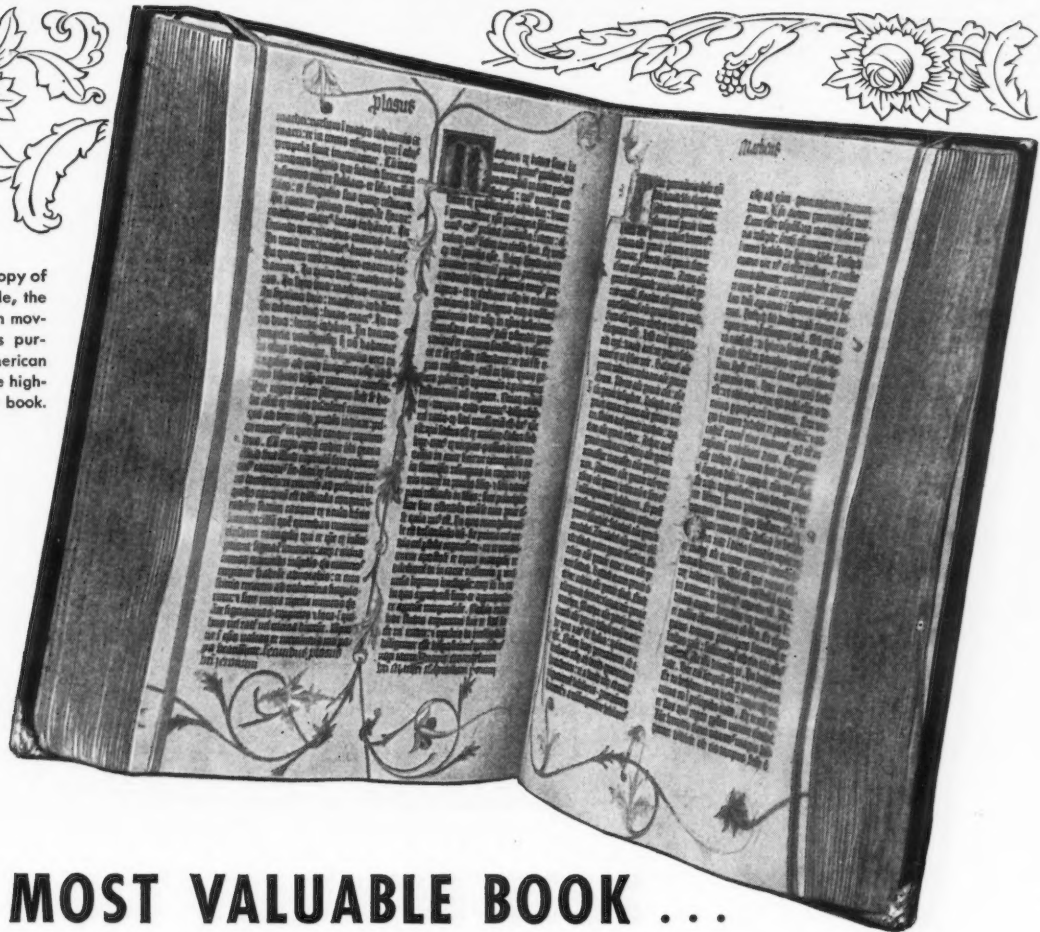


Illustration shows the Melk copy of the famous Gutenberg Bible, the first book ever printed from movable type. This copy was purchased in 1933 by an American collector for \$106,000—the highest price ever paid for any book.



WORLD'S MOST VALUABLE BOOK ...

The invention of printing from movable type by John Gutenberg in the fifteenth century, made it possible to produce books and other printed matter in limitless quantities and at low cost. It is significant that his first production was a Bible—a copy of which is still preserved. Today, the religious and educational traditions of the first printers

are carried on by the MESSENGER publications, which, appearing weekly throughout the school year, effectively supplement the curriculum of the elementary grades. The value of the MESSENGER publications is shown by the fact that they are used in nearly every Catholic school in the United States.



THE SCHOOL MESSENGERS

Three weekly periodicals, each designed in content, vocabulary, and format, for a separate age level. (Primary, intermediate, and upper elementary.)

THE CONFRATERNITY MESSENGERS

These are separate editions of the three School MESSENGERS, designed for religious instruction classes composed of Catholic children who do not attend parochial schools.

GEORGE A. PFLAUM, PUBLISHER, INC., 124 E. THIRD ST., DAYTON, OHIO

**BUY NOW ...
WHILE IN STOCK**

*Replace those shabby, torn and worn-out books in your
the attractive prices shown below and which were*



*Stories
that confer
Lasting
Benefits*

Popular Waggaman Library Ideal Books for Children

PRICE \$1.00 EACH, or 1/4 OFF FOR THE SET

LISTED below are 22 books by one of the worlds best known and loved writers of juvenile fiction—**Mrs. Mary T. Waggaman**. She needs no introduction. Her stories contain everything that should be present. They do not take up time giving directions how to be good, but the young people in them are good in a real, though healthy way, and the atmosphere which surrounds them is that of truly Catholic homes. Children do not like being preached at, but they are hungry to be taught, and that is just what makes her stories so popular.

The books, themselves, are durably and attractively bound in varied colored cloth. They make an enviable set of really worthwhile books that may well grace the shelves of the most fastidious. Read "What Others Say" about them.

**Sold individually for \$1.00 each.
Any 6 books for \$5.00 in U.S.A.**

**Complete Set (22 books) \$17.15 Postpaid
Foreign Countries, \$19.00 Postpaid**

What You Get . . .

BARNEY'S FORTUNE
BEN REGAN'S BATTLE
BILLY BOY
BUDDY
CARMELITA
CARROLL DARE
CON OF MISTY MOUNTAIN
JACK AND JEAN
JERRY'S JOB
JOSEPHINE MARIE
KILLYKINICK
LADY BIRD
LIL' LADY
LITTLE MOTHER
LORIMER LIGHT
SECRET OF POCOMOKE
SERGEANT TIM
STORY OF RAOUL
TOMMY TRAVERS
TREVLYN TWINS
WHITE EAGLE
WINNIE'S LUCK

What Others Say . . .

"I have prayed for this day," said a woman to **Mrs. Mary T. Waggaman** a short time before the latter's death, "so that I could thank you personally for the many happy hours you gave my children through your books and the many hours of anxiety you spared me because I knew the souls and minds of my children were safe and with God while reading your books."

"A born story-teller—a dreamer of dreams," as her daughter describes her, **Mary T. Waggaman's** stories have been read with eagerness by old and young.

"She translated the Gospel of Christ to the hearts of little children," said Dr. William Kirby in preaching her eulogy.—*The Ave Maria*.

THE AVE MARIA PRESS - - - - - Notre Dame, Indiana

Both Sets

if

**purchased together
(Valued at \$40.00)**

For Only \$29.65

**Net postpaid to any point
within the U. S. A.**

* * *

**The books also
may be purchased
individually
or
in small quantities
at
prices indicated.**

* * *

Special Notice

Owing to mounting costs of production, increased postal rates, and overhead expenses, the **BARGAIN RATES** hold good only so long as the present stock lasts.

New postal rates for books sent to any point in the U. S. A. are 3 cents per pound; Canada and foreign countries, 12 cents per pound.

s in your school or parish library with brand new ones at
 per especially figured to meet the stringency of your budget

**BUY NOW ...
 WHILE IN STOCK**

Please Note:

To the numerous friends who have expressed their appreciation for the help we have given them in building up their home, school or parish libraries, we wish to say that it has been a real pleasure to have served them. Not only have they told us of the big savings effected through the purchase of our publications, but also of the splendid material they have obtained at so low a cost.

* * *

In order to extend our services to a larger clientele and enable everyone to take advantage of our bargain rates, we shall be willing to make substitutions from any of our \$1.00 books for those of the WAGGAMAN series, or any of our \$1.50 books for those of the ADULT series. Write for catalogue.

ADULT FICTION LIBRARY

12 VOLUMES



ALL FOR \$12.50 CASH
 (Valued at \$18.00)

*ANY 3 BOOKS, \$3.50 CASH

*ANY 5 BOOKS, \$5.50 CASH

* Foreign Postage

Add 10c for Each Book

Sold individually for \$1.50 each

MANY SHALL COME

P. J. Carroll, C.S.C.

With deft skill, Father Carroll has fashioned his recent fiction around the person of Helen Rice, the winsome daughter of an Irish-American industrialist, who, in his climb to power, has lost the Faith. The action begins when Helen's polite paganism meets the living, vibrant Faith of her Catholic associates. The romance theme, in which is captured the love of Helen Rice, is sustained with a fine sense of reality.

\$1.50

SMOKING FLAX

P. J. Carroll, C.S.C.

With opposite views on religion to complicate their romance, it looked as if Marjorie Dawson, a devout Catholic, and Warren Hall, an agnostic, would work themselves into a tangle of broken hearts, but Providence intervenes in an unexpected way and provides a means for a happy solution.

\$1.50

CHRONICLES OF THE LITTLE SISTERS

Mary E. Mannix

This is a series of true stories about some of the derelicts who are occasionally thrown upon the shores of an Old People's Home. It is full of pathos, love, faith and hope.

\$1.50

FAIRY GOLD

Christian Reid

Herein is portrayed, in a masterly way, the power of good example and helpful influence upon a proud, ambitious and self-centered girl of extraordinary beauty. Its happy ending leaves nothing to be desired.

\$1.50

PHILIP'S RESTITUTION

Christian Reid

Church Progress calls this "one of the most beautiful and uplifting stories ever written." In it the author builds up a series of conflicting predicaments into a powerful emotional climax.

\$1.50

PATCH

P. J. Carroll, C.S.C.

AND—THE REST OF THEM: There was the Mother who was the ruler of a small kingdom; Mick, who had a way of seeming to rush to do things at her bidding; Nan, who seemed to think she had a divine commission to tone down the table manners of her brothers; and Fan, who had a wretched faculty of ferreting out every detail of Patch's misbehavior. It is a gift that will dispel melancholy.

\$1.50

MICHAEELEN

P. J. Carroll, C.S.C.

This is the sequel of "PATCH" and is a beautiful story of home-loving people told in language characteristic of the Irish race with its faith, humor and pathos viewed in the light of the supernatural.

\$1.50

LIFE'S LABYRINTH

Mary E. Mannix

The heroine of this thrilling story lives in disguise among her own people, rescues a nobleman from the mountain retreat of a notorious bandit and in telling the story nothing is lost of its fine Catholic influence.

\$1.50

WINGS OF LEAD

Monica Selwin-Tait

In the telling of this fascinating and dramatic love story, the author reveals a deep and sympathetic understanding of human nature and never allows the interest to lag. "It is," says the *Daily Record*, "a novel showing the moral and psychological effects of a theft upon a group of persons. A love story interestingly done, with a surprising denouement."

\$1.50

WINDING WAYS

Monica Selwin-Tait

An edifying story in which love and good example triumph over what looked to be an insurmountable obstacle to a happy marriage between a Protestant girl and a Catholic man.

\$1.50

TRAGIC CITY

Esther W. Neill

All the characters and forces active in the political life of the nation's capital will be found in this unusual narrative mixed up with the heart experiences of a little Southern girl.

\$1.50

MISS PRINCESS

Esther W. Neill

The Princess, now a charming young nurse in a hospital, is unaware of her identity until—but that is a part of the story, delightfully mixed with humor, tragedy and romance.

\$1.50

THE AVE MARIA PRESS

Notre Dame, Indiana

Social Studies Texts for Today's Classes

★ History	HAMM The American People
	DOWNES, SINGER, BECKER Latin America and Hemisphere Solidarity
★ Economics	EVANS and SANKOWSKY Graphic World History
	BOHLMAN and BOHLMAN Our Economic Problems
	O'ROURKE You and Your Community
★ Civics	Your Government Today and Tomorrow
Government Problems	Our Democracy and Its Problems

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta San Francisco Dallas London

NEW *Gregg* BOOKS

Published in 1943 or to be published soon

RATIONAL DICTATION STUDIES, by McNamara and Baten, \$1.32
GREGG SPEED BUILDING FOR COLLEGES, by Gregg, \$1.60
GRAPHIC TRANSCRIPTION, by Berlin, Nunes, and Fromberg, \$1.60
MOST-USED CIVIL SERVICE TERMS, by Foote and Strong, \$.60
PRACTICAL BOOKKEEPING FOR SECRETARIES AND GENERAL OFFICE WORKERS, by Freeman, Goodfellow, and Hanna, \$1.84
CODE TYPING, by Bauernfeind, et al

1942 Publications

AMERICAN BUSINESS LAW, by Rosenberg, \$1.80
A REFRESHER COURSE IN GREGG SHORTHAND, by Gregg, \$.28
ARMY OFFICE TRAINING, by Allison, \$1.00
DIRECTED HOMEWORK IN GREGG SHORTHAND, by Young, \$.88
GENERAL RECORD KEEPING, SECOND EDITION, by Dalrymple and Heiges, \$1.32
TEACH YOUR FINGERS TO SPELL, SECOND EDITION, by Craig and Leslie, \$.60

All the above prices are list, subject to school and teacher discounts.

THE GREGG PUBLISHING COMPANY

New York Chicago San Francisco Boston Toronto London



WE MEET NEW FRIENDS

For basic reading readiness on a new level of interest and effectiveness.

FRIENDS OF OURS

Supplementary advanced training in areas recently determined important.

By Durrell-Sullivan-McCarthy

A new reading readiness program comprising two books and giving special attention to auditory and visual discrimination. Based on thorough research into the prerequisites of beginning reading. The two booklets may be used independently or in series.

WORLD BOOK COMPANY

Yonkers-on-Hudson, New York

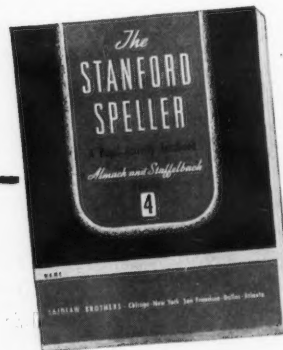
2126 Prairie Avenue, Chicago

THE STANFORD SPELLER

by ALMACK and STAFFELBACH

★ The Stanford Speller, in its latest edition, continues to hold the spotlight for spelling, and warrants your favorable consideration because:

- 1) It makes spelling a meaningful, satisfying, and enjoyable subject.
- 2) Its method motivates interest in spelling in other subjects.
- 3) It gives thorough training in pronunciation.
- 4) It teaches the meaning of each word, and illustrates correct usage.
- 5) It develops a spelling vocabulary that really "carries over."
- 6) It develops good dictionary attitudes, as well as effective dictionary skills. An actual dictionary is included in each book for Grades Four through Eight.
- 7) It contains a comprehensive practical review plan that assures word mastery.



Write for Further Information

LAIDLAW BROTHERS

328 S. Jefferson St., Chicago
221 Fourth Ave., New York
770 Mission St., San Francisco
414 W. Peachtree St., N. E., Atlanta
2210 Pacific Ave., Dallas

THE CATHOLIC SCHOOL JOURNAL

PUBLISHED MONTHLY EXCEPT IN JULY AND AUGUST BY
THE BRUCE PUBLISHING COMPANY

540 NORTH MILWAUKEE STREET, MILWAUKEE, WISCONSIN

Eastern Office: 330 West 42nd St., New York, N. Y. — Central Office: 66 E. South Water St., Chicago, Ill.

Volume 43

June, 1943

Number 6

Table of Contents

Educational Problems

What About Natural Sciences?, <i>Sister Mary Aquinas, O.S.U.</i>	157
Reading for School Journalism and Christian Citizenship, <i>Sister M. Bernice, F.S.P.A.</i>	159
Counseling to Nursing, <i>Sister M. Florence, S.S.J.</i>	162
A Plea for Music Literature, <i>Sister Anna Louise, S.S.J.</i>	163
Editorials	168

Practical Aids

High School

Dramatization of the Book of Tobias, <i>Agnes Dunne</i>	165
The Man Who Died Laughing (St. Thomas More), <i>Sister M. Charitas, S.S.N.D.</i>	169
Standards in Transcription, <i>Sister M. Coleta, O.P.</i>	171
Visual Aids to Latin and Greek, <i>Sister M. Bede, O.S.B.</i>	172
The Holy Grail in Literature, <i>Sister M. Therese, O.S.B.</i>	173

Grammar Grades

Geography by Rail, <i>Sister M. Noreen, O.S.F.</i>	174
A Message From the Queen, <i>A Sister of St. Joseph</i>	176
Catholics in History: A Panel Discussion, <i>Sister M. Azeveda, S.N.D.</i>	177

Primary Grades

Betty Butterfly, <i>Margaret E. Schoeverling</i>	179
Storytelling in Teaching Religion, <i>Sister Monica Meade, S.S.</i>	180
Learning to Read the Clock, <i>A Sister of St. Francis</i>	180
Duck the Ducks (Drill Device), <i>Sisters of Charity</i>	183

Pictures, Posters, Designs

Americans Will Always Fight for Liberty.....	158
Holy Thursday, <i>Carl Van Treeck</i>	160
The Dove of Peace (Poster), <i>Sister Miriam, O.S.B.</i>	164
Raising Victory Bond Flag.....	166
Old Glory Over the Capitol.....	167
A Conventionalized Design, <i>Sister M. Sylvester, O.P.</i>	170
Driving the Golden Spike on the U. P. Railway.....	175
A June Calendar, <i>Sister Annetta Gabriel, C.S.J.</i>	178

The Fabric of the School

Fire Hazards.....	184
Fluorescent or Incandescent Lighting.....	184

News and Book Reviews

New Books of Value to Teachers.....	182
Catholic Education News.....	8A
Coming Conventions.....	8A
New Supplies and Equipment.....	10A

School Housekeeping

Obviously summer is the best time for complete renovation of school buildings, major repairs and replacements, and the installation of new equipment. There is much to be done. There are certainly many items of repair work. The school plant must be gone over inside and outside. There is need for inspecting and overhauling the heating system, the plumbing, and the lighting, and for general cleaning up of the premises. Supplies and equipment must be bought and delivery secured before school opening. Dangers to safety and sanitation must be corrected. Cleanliness essential to the health of the pupils and teachers must be sought in repainting and refinishing classrooms.

School housekeeping in wartime is fraught with many serious problems. The procurement of materials, equipment, and supplies is extremely difficult and in some instances almost impossible. More time is required to secure materials and to have work done. For this reason, immediate preparation must be made for work to be done during the summer months.

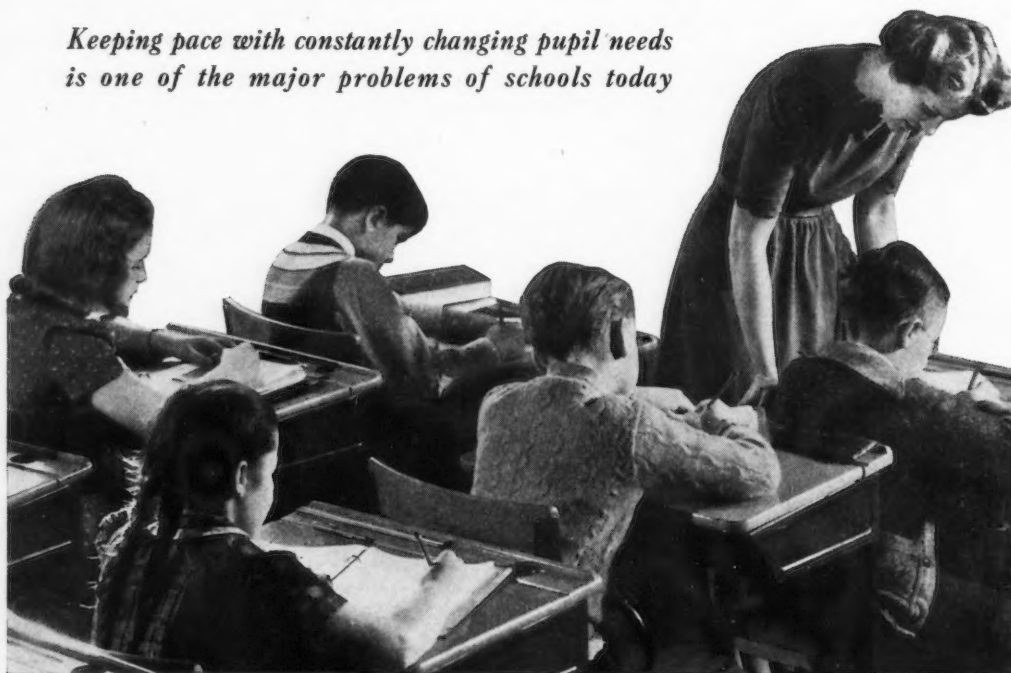
A new set of WPB regulations promises some help in this summer's maintenance work. Under "CMP Reg. 5A" (issued by the WPB on March 19, 1943) schools and colleges are now entitled to use a blanket priority rating, AA-2X, for maintenance, repair, and operating supplies, and for minor items of capital equipment costing less than \$100. The WPB representative or the school supply distributor in your area will help you in securing materials under this regulation.

Use the advertising pages of the June issue, published as our Equipment and Supplies Number, as your guide to reliable sources of service. Write to our Subscribers' Service Bureau for additional information and help you may require.

Article Index: Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*; and in the Catholic magazine index of *The Catholic Bookman*. — Entered April 20, 1901, as Second-Class Mail Matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1943, by The Bruce Publishing Company. — Subscription Information: Subscription price, \$2.50 per year, payable in advance. Canadian postage, 50 cents; Foreign Countries, 50 cents. Copies not more than three months old, 25 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee, at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue. — Editorial Contributions: The Editors invite contributions on Education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.

What will you be teaching tomorrow?

Keeping pace with constantly changing pupil needs is one of the major problems of schools today



In these days of rapid war developments, school programs must be flexible enough to allow for new training courses, increased attendance and rapidly shifting emphasis.

Working with schools in the solution of these wartime problems is the Mimeograph duplicator and its integrated stencil sheets and inks.

What can Mimeograph do to help?

Versatile, all-purpose Mimeograph duplication can take on all the jobs you can give it, from producing the simplest enrollment form to the most complicated sheet of instruction.

It is the quick, easy method of producing war

training material, turning out course digests, supplementing textbook materials, and keeping all classroom material up to date.

In planning ahead for your new school year, make sure your Mimeograph duplicator is put to its fullest possible use. Feel free to call the Mimeograph distributor in your community for assistance, or write A. B. DICK COMPANY, Chicago.



Mimeograph duplicator

MIMEOGRAPH is the trade-mark of A. B. Dick Company, Chicago, registered in the U. S. Patent Office

On the job helping schools solve wartime problems

The CATHOLIC SCHOOL JOURNAL

Vol. 43

JUNE, 1943

No. 6

What About Natural Sciences?

Sister Mary Aquinas, O.S.U.

THIS is a scientific age. Daily papers, magazines, movies, radio, novels, comics—all vie with one another to impress upon the public the marvels which science has accomplished and to rouse the imagination in picturing the even greater wonders expected in the future. During the month of March a casual survey of a half dozen Catholic magazines showed that: *The Commonwealth* carried two articles and the review of a scientific book; *America* had two editorials dealing with applications of science; *The Ave Maria* included eight scientific items in the department "Bits Out of Life"; the *Catholic Digest* had three articles; *The Sign*, one article, one answer to a question, and one scientific book review; and *Poise* offered three articles based on science. These magazines are anything but technical, and the fact that they presented to their readers so much of a scientific nature shows how great the world of science looms in the daily life of American Catholics. Who can number the books, the articles, the news items, the pictures that have inundated the market in the past two years on the sulfa drugs, the use of blood plasma, synthetic rubber, plastics, electronics, bomb sights, and alloys? And we may expect to hear even more of the promised achievements of the future.

To the teacher who holds with the Rev. Wm. F. Cunningham, C.S.C., that education is a process through which the race hands over to each succeeding generation its accumulated treasures,¹ the so-called social inheritance, this preoccupation with science is a disturbing element. If our children are going to live their days in an environment more and more dominated by

the sciences, pure and applied, are we failing them if we do not modify our curriculums so as to include more science and to put more stress on the necessity of such studies? To neglect to give consideration to this question or blindly to follow the trend toward increasing the attention given to the sciences are both faulty attitudes. Changes should be made in our curriculums only as there are sound reasons for so doing, but when the reasons exist they should not be ignored. The question then becomes: Is the dominance of science in our civilization a sufficient reason for making the curriculums of the elementary and high school science centered, or at least largely scientific in content?

Guiding Principles

What is it that warrants the inclusion of a subject in the curriculum in the first place? This leads back to the aim of education. Father Cunningham does not stop with his statement that education is the process of handing over to the succeeding generation the accumulations of the past, but he adds and stresses "... it is also a process in which the individual, in his efforts to assimilate that social inheritance, advances his own development."² This personal development through the acquisition of knowledge, the cultivation of attitudes, and the development of skills is the ultimate end of education. Going further, we must question what knowledge, what attitudes, what skills will develop the personality of the pupil. Obviously not all are of equal value, and, as time is short, only those should be included in the curriculum which will bring satisfaction to some of the basic human needs—needs which are seven, according to Father Cun-

ningham: religious life, civic life, leisure, economic life, family life, organic life, and mental life.³ It is in the light of these criteria that the teaching of the natural sciences in our elementary and high schools must be examined and judged.

In the grades, the natural sciences, called nature study, are regarded as content subjects and, as such, are considered to be of value only because of the information about the material environment which they give the child. If this be accepted as the sole function of the sciences at that educational level, it is extremely dubious if they should be taught at all. There are so many avenues of information about the sciences that there is little need to crowd the curriculum in order to repeat the same information. And if our aim be to give more and more information, we shall find that the rapid progress of the research worker and the inventor makes it impossible to keep our information up to date. The specialist himself does not now claim all of even one science for his field. Consequently, it is impractical as well as unjustified to add to the sciences in the grades for their content value alone. The same may be said of the sciences in high school except that the information supplied here may become the foundation for college study.

Intellectual Gains

But is it true that study of the sciences brings only information to the pupil? What about the skills imparted through the study; what about the attitudes, the appreciations developed? Can these same skills and appreciations be engendered through other agencies? The singular eagerness with which children embark on

¹Rev. William F. Cunningham, C.S.C., Ph.D., *The Pivotal Problems of Education*, p. 285.

²*Ibid.*, p. 285.

³*Ibid.*, p. 273.

a scientific project is an unequivocal answer to these questions. Certainly there is no subject in the whole curriculum which offers the child so many opportunities for activity, for expression, and for experiencing the delight of achievement as the natural sciences. If the curriculum is organized on the unit plan, the scientific units or the scientific parts of other units are known to have the strongest appeal to the pupils. This ability of the sciences to arouse interest places in the hands of the teacher a powerful tool with which she may mold the developing mind.

A list of the desirable habits which scientific study should form in the pupil on any educational level will begin with that of precision. If snowflakes are being studied, the number of points on each crystal is definite; if germinating seeds are being watched, the length of time before the first sprout appears is exact; if weights are being moved, they can be counted and the distance measured; and this process of counting, measuring, and weighing continues through every science. Scientific precision bears a close resemblance to the habit of truthfulness—a habit which some children find difficult to acquire—and here we see one helpful connection with the moral life of the child. Moreover, in the recording of observations made in the process of experimentation and in reporting on them to others the child is acquiring a power of expression which must be clear and exact. In the secondary school at least we must add the power of interpretation which is gained by comparison of observations made under different conditions. If science teachers generally were more conscious of the extremely valuable habits they can help to form in their pupils, their teaching would be far more effective in aiding the students to develop desirable personalities.

Equally important with the habits acquired are the attitudes which scientific study can engender in the child. The thrilling wonder on first acquaintance with the perfection of the microscopic world in a drop of pond water can be so easily turned to reverent admiration for the Creator of this "infinity of littleness" of which Pascal speaks. To watch the stars, to try to grasp their number and incomprehensible size, to learn of the perfection of their regular motion—all this is an introduction to that other infinity, "the infinity of greatness," which Pascal likewise sees as a reflection of the infinity of the Creator. If from the very beginning of scientific study the wonders, the beauties, the vastness of this world of ours are related to the goodness and the wisdom of the Creator, the child will have acquired an attitude which will render him permanently immune to the attacks of materialistic pseudo scientists. To use the world of nature as a means of knowing God is the true Christian tradition. Did not St. Paul tell the Romans that they should have known the



OWI Poster No. 26. Copies of this poster in colors, 21 by 25 inches, may be obtained from the Division of Public Inquiries, Office of War Information, Washington, D. C.

true God from His visible creation? And did not St. Thomas and the other Scholastic theologians use the arguments from order in the universe and from motion to prove the existence of God? "The earth is the Lord's and the fulness thereof,"⁴ and the children of God can be so easily brought to a grateful love of their Father in learning more and more about this habitation He has given us. The deeper the scientist delves into the mysteries of nature the greater should be his reverence for the omnipotent Creator, but the earlier in life this attitude is developed in the child the stronger will it be.

Special Sciences in High School

Before the ninth grade is begun, pupils should have completed their introductory work in nature study and general science and they should be ready for the courses in specific sciences, each with its own laboratory requirements. It is a sheer waste of time to teach general science in the four-year high school. It makes too little demand on the child's mentality and has no longer the charm of novelty. The introduction of general science into the high school curriculum coincided with the omission from that same curriculum of many of the former requirements in the fields of mathematics, language, and the like, in a mistaken effort to make high school easy, pleasant, and entertaining to the pupil. In this regard we should bear in mind that it is not the difficult which repels the student, but the uninteresting. Does anyone think that the making of model planes is easy? Certainly not, yet we know how enthusiastically our children have devoted themselves to this task. High school sciences bring to the pupil the op-

portunity to organize and classify information and experiences, to master the logic of objective proof, and to acquire independence and skill in experimentation.

Thus when we examine these outcomes of the study of the sciences on the elementary and high school level and measure them against the seven needs in life, we find that the child can acquire here many habits and attitudes which will be most advantageous in adult life. His religious life will be richer, his social life will be more stable, his economic life more secure, his leisure more pleasant, and his family life happier because of his reverence, his precision, his truthfulness, his clearness of thought and expression, his ability to organize knowledge and to apply that knowledge to specific cases, and his patience in waiting for the inevitable effect to follow a cause.

It must be concluded, then, that to increase the science content of the curriculum in the grade and high school is in itself neither desirable nor practical as such a procedure means increasing merely the amount of information given to the child at the expense of more valuable attitudes and skills. It is both desirable and practical, however, to utilize to a greater degree the study of the natural sciences in order to develop in the child those habits and appreciations which so manifestly aid the development of a completely desirable personality. It is a question of improving the techniques of the teacher in order better to fit the child for living in a science-dominated world.

Our Future Leaders

If we regard the welfare of the Catholic Church in addition to that of the child we find other reasons for the enlightened teaching of science in our schools. The research workers of tomorrow are the grade school pupils of today, and if in them is developed an eager, reverent curiosity about the workings of this material universe the future supply of leading scientists who are Catholics will be greater than in the past. An Abbot Mendel, a Father Nieuwland, a Dr. Sperti are more effective arguments against the claims of atheistic materialism than all of the controversial books that have been written. The establishment of the Papal Academy of Sciences and of the Institutum Divi Thomae are evidence that the force of this argument of achievement is recognized by the hierarchy. Other encouraging portents are the very successful high school science clubs in Pittsburgh, while in Toledo the Most Rev. Karl J. Alter is sponsoring the preparation of a series of science readers for the first six grades. An outstanding feature of this series is the inclusion of biographies of famous Catholic scientists. With such examples before her, certainly the teacher of science need not hesitate to encourage and to develop to the fullest her pupils' interest in the natural sciences.

⁴1 Cor. 10:26.

Reading for School Journalism and Christian Citizenship

Sister M. Bernice, F.S.P.A.

The purpose of this study was to discover whether the students working on publications in a selected group of high schools throughout the United States were sufficiently prepared to carry the full responsibility of the apostolate of the scholastic press. For surely scholastic journalism has the God-given apostolate of assisting in the formation of such individuals who will be able to preserve a Christian civilization. The citizen thus formed should be able to contribute to better living for himself and others as well as to know how to make a living. Information on grades earned, clubs joined, outside interests, favorite studies, and reading accomplished was gathered through two questionnaires, the second answered 120 days later than the first.

In the study an effort was made to measure the mental level of students working on publications. To do this, two standards of measurement were used. Schools were asked to report the Intelligence Quotient earned by staff members in standardized intelligence tests. To check against this record, class grades actually earned in the first quarter of the school year were recorded. It was evident when the results were summarized that the students working on publications are of high caliber intellectually. Through an examination of their grades, their Intelligence Quotients, and their own expression of opinion stands revealed a type of young person who, with proper direction, might do splendid things for his Church and for his country.

The second purpose of the study was to measure the reading background of the students working on publications. Students suffer not so much from lack of rhetorical skill as from a dearth of ideas. Because the ability of high school students has been underestimated year after year, only mediocre accomplishment is required. Since many high school students receive no more formal education than high school, a hopeless mediocrity is to be found on all sides.

Of all the factors entering into the backgrounds of students working on publications most attention was given to the element of reading because of its great importance in the formation of a writer. Before the writer can give back the substance of life he must first himself gather and assimilate. And this is done through a rich background of reading. His ability to absorb will be measured by his ability to think and to feel with humanity. An extensive reading program will develop

this ability as well as give the student a rich storehouse of ideas and the words in which to express them.

The Problem of Students' Reading

What does the student reporter read? Of all the factors entering into the backgrounds of students working on publications, none is more vital and far reaching in its influence than the answer to this question. Today, perhaps more than ever before, the public is keenly aware that the educative process of the past has failed to develop effective reading habits as it has failed to instill anything like a permanent interest in reading as a leisure activity. At the moment a renewed interest is being shown in reading. As early as 1924 educators were disturbed about the problem. This was the year that the *Twenty-fourth Yearbook* of the National Society for the Study of Education was devoted to the "Improvement of Reading." In the nineteen years that have intervened not as much was accomplished as might be desired, and so in 1943, with rapidly changed social conditions which will make new demands on reading, these partial changes are altogether inadequate.¹

In the consideration of the values that might be gained from reading, several stand out as being especially significant:

Reading serves as a means through which one may enrich and extend his experiences. Reading serves as a means through which one may become acquainted with his responsibility as a citizen. Reading serves as a means through which one may obtain wholesome enjoyment of leisure time.²

Fundamental as those objectives are, it would seem that in a Catholic educational system there is one that is still more fundamental—the formation of a Catholic mind.

In order to get a picture of the reading habits of students working on publications, they were asked to keep a day-by-day record of everything read, excluding newspapers, for a period of 120 days. Advisers were asked to encourage students to record unhesitatingly all leisure reading, as well as that which was done in connection with classwork.

Unsystematic Reading

The first impression gained from a tabulation of the records was the heterogeneous nature of the reading done by the students. The new and the old, the classic and the cheapest of contemporary literature

¹Paul Witty and David Kopel, *Reading and the Educative Process*, 1941, 8.

²Paul McKee, *Reading and Literature in the Elementary School*, 1934, 18.

were all there. If a conclusion were to be reached regarding anything like a uniform reading program, it would be that very many students were following anything but a planned reading course. This has something in its favor. A vicarious reading program will result in a variety of experiences created, or recreated, which will enrich the lives of the students. The weakness of this unsystematic reading lies in the fact that many of the experiences created or recreated were of such a nature as to yield very little real enrichment of life.

Possibly the indictment of higher learning in America made by one of America's outstanding educators is at least partially true of the reading program of a large part of this group:

The most striking fact about the higher learning in America is the confusion that besets it. This confusion begins in the high school and continues to the loftiest level of the university.³

As an analysis was begun of the reading program of some two hundred students, "confusion" seemed best to describe what was found. Steinbeck's *Of Mice and Men* was there as also was Dante's *Divine Comedy*. William Shakespeare was there, but Carolyn Keene was there also. Isabel Clarke succeeded in holding one more reader than did Gilbert K. Chesterton. And so, on and on, contrasts might be considered, but the point to be made is that no systematized plan seemed to determine the nature of the reading being done.

Reading and Thinking

Attention will first be given to that reading which might result in the formation of a Catholic mind. These boys and girls who are working on publications in Catholic schools are, or at least should be, influential in the formation of public opinion in the particular circle in which they move. If the papers which they edit are to be vibrantly Catholic, they themselves must have done something toward the making of the message so much a part of themselves that they will not be as "sounding brass or a tinkling cymbal." Before an editorial can be written which will influence others, it must first be filled with the strong wine of sound philosophy. No senior in high school has a sufficient background to venture to write an editorial without first doing an amount of reading. The type of book that would be useful here is conspicuous by its absence.

³Robert Maynard Hutchins, "The Confusion in Higher Education," Harpers, 1936, 173:449-458.

Some Good Reading

A single entry was made of Msgr. Sheen's *Freedom and Peace* and only one student recorded Paul Furfey's *Fire on Earth*. Just one book associated with the Bible was found, *By Post to the Apostles* by Helen Walker Homan, and this was read by only three students. Only a single reader is noted for Thomas à Kempis' *Following of Christ*.

Biographical books by recent converts should be useful for background reading for editorial writers. A few scattered readers are to be found. A single reader found *Why Rome?* by Selden Delaney worth reading; two readers tried Arnold Lunn's *Now I See*; whereas, five readers followed John Moody through *The Long Road Home*. Father Parson's *Which Way Democracy* appeared only once, as did also *Mexican Martyrdom*. Likewise Edward Leen's *Why the Cross?* had but a single reader. Only two students were enriched through the reading of the experiences of Dorothy Day in her autobiographical works. Cardinal Newman's *Idea of a University* had but a single reader.

God's "heroes and heroines" are proper reading for boys and girls who hope to achieve for themselves and for their fellow men something of the worth-while things of this life and of the next. The highest number of students found reading a book about those who have already been named a saint, or may be so named, was ten. That book was *When the Sorghum Was High* by Father Considine. Christopher Hollis' biography of Thomas More was the only one of that person to appear. Six readers found John Farrow's *Damien the Leper*. Jorgenson's life of St. Catherine of Siena was recorded, but not so his life of St. Francis of Assisi. Five students read Father Talbot's *Saint Among Savages*, two read Father Boyton's *Mangled Hands*, and one read Father Corcoran's *Blackrobe*. It would seem that the Catholic heritage of the United States was not becoming too familiar through the students' reading.

In the matter of Catholic novels, which give a good transcript of life, the picture was a little more hopeful. Twenty student reporters read books of Lucille Borden. Nine read Robert Hugh Benson's work, as also nine read Hilary Barth's *Flesh Is Not Life*. *Murder in the Nunnery* by Eric Shepherd was read by 11 students. Helen C. White's books appeared nine times, while her sister Olive's *Late Harvest* appeared three times. Father Lord has six readers, with five titles. The works of such writers as Alfred Noyes, Enid Dinnis, Paul Horgan, Cecily Halleck, Bruce Marshall, Margaret Sothern, and Ethel Cook Eliot appear, but not too frequently.

In the field of biography by Catholic writers, Katherine Burton's books, *His Dear Persuasion* and *Sorrow Built a Bridge*, had 13 readers, which was a high score in this survey. Van Sweringen had



— Carl Van Treeck

four readers for her two books on Mother Seton, *As the Morning Rising* and *White Noon*. Evelyn Waugh's *Edmund Campion* appeared only once. *A Reporter at the Papal Court* by Thomas Morgan was the choice of four embryo correspondents.

Comparatively few readers of Catholic essays were noted. Agnes Repplier had one reader of *In Our Convent Days*. Vera Marie Tracy's books were read by two reporters. Father Feeney had six readers.

In the field of Catholic poetry Joyce Kilmer's poems were read by one reporter, as also were those of Gerard Manley Hopkins. Francis Thompson's "The Hound of Heaven" was discovered by two readers, while Sister Madeleva's poetry was read by only one student.

In the secular field, William Shakespeare had ten entries with ten readers. One student indicated that he was reading the complete works. The individual dramas were ones which traditionally are popular in high school. Other classics had a scattered reading public. Scattered through the report could be found historical fiction which would have helped the high school reporters to better understand history, but most of the authors appeared with but one or two entries. In the field of travel there were very few recordings. Especially conspicuous by its absence was reading in the field of adventure. This is especially to be lamented today when the reading of the "comic book" is so common. Much of the reading was anything but literary. Entries were made for books on the Roman Index.

Implications

What of the conclusions to be drawn from a study of this kind? Of necessity

they will be of such a nature as to indicate that much remains to be done in the field. The results have many implications. Vast fields lie unexplored in the correlations existing between such factors as the reading background of students and the work they are doing, or might be doing, on publications. Nothing more can be done than to establish something of a pioneer path which may later be followed by those who will make a more detailed examination of the several factors which enter into the background of students working on publications.

Before an analysis of each separate conclusion is made it may be desirable to summarize all the conclusions:

1. From a study of grades earned in scholastic subjects and of records established in intelligence tests, a conclusion was reached that those working on publications are of high caliber intellectually.

2. From the reading records of staff members several conclusions can be deduced. Most of those working on publications are reading extensively, although an amount of trivial reading is recorded. The type of reading which will result in the formation of a Catholic mind is not being read extensively. Students are reading vicariously, and seemingly with very little guidance.

The first conclusion — that those working on publications are of high caliber intellectually — is drawn from the data presented in the first questionnaire. Through an examination of their grades, as well as a study of their own expression of opinion, stands revealed a type of young person who, with proper direction, might do splendid things for his Church and for his country.

Teachers may well ask themselves here what is being done with those fine young minds that could be doing so much. Does the work on publications allow them to use all the abilities they possess? Or are they, perhaps, concerned with the recording of the trivial happenings of everyday life in their school. It might be well at this point to examine our objectives and determine in what direction youth is being led. Robert Otto tried to do this when he wrote:

If our objective, as educators, is to train youth to become sponges for nihilistic propaganda, to leave school with the dangerous idea that the precinct politician takes precedence over the parish priest, it is very well for us to continue in flaccid indifference. If, however, we would send robust, militant Catholics into the world, we had better supply them with the ammunition of truth.⁴

The Need for Guidance

Since the first objective of any reading program in a Catholic school would seem to be the formation of a Catholic mind, the data will be examined from this view-

⁴Robert L. Otto, "Righting Catholic Writers," *The Press in the Service of Faith and Reason*, 68.

point. It will be noted that in scattered instances the reading which the student was doing would result in the true formation of a Catholic mind. However, these instances were so scattered that no general pattern was made. Perhaps one of the first recommendations to the advisers on Catholic publications would be to make a plan for the guidance in reading of the students working on publications.

Through conferences, the adviser could bring staff members to a realization that "they cannot give what they have not got." Special attention would be given to the selection of such books as would be fundamental. Perhaps such a book as Karl Adams' *The Spirit of Catholicism* would be a "must" book on the list of every adviser. The student will have to be conditioned for such a book. A certain reading readiness must be provided; it is imperative that such a start be made.

In the difficult years that are to come, it is important that such a mind be formed in youth. Dean Jeremiah L. O'Sullivan has expressed this responsibility thus:

If, after the darkness of the night through which we pass, there is to be the dawn of a new day, the Catholic press has a most important responsibility. Nowhere outside the Catholic Church can that dawn be fashioned because there, and there only, can we find the answer to the major questions which perplex us. There is nothing else but the Church. And the Catholic press is a most important agency of the Church in the dissemination of the truth.⁵

Reading As a Source of Thinking

The student must make continual contacts with minds richer than his own. If anything like a vibrant Catholic life is to be maintained, the literary vitamins that will sustain a living Catholic faith must be supplied in large part through a well ordered reading program. A 15-minute sermon once a week cannot successfully combat the impact of the pagan world in which the Catholic school graduate finds himself.

"When a society is perishing," Pope Leo XIII declared many years ago in *Rerum Novarum*, "the wholesome advice to give those who would restore it is to recall the principles from which it sprang."

A general conclusion could be made that too much trivial reading is being done and not enough of the type which would really result in an enrichment of life. The weakness noted in this survey is a general situation which is being lamented all over the country:

Very few high school students are realizing their reading potentialities. Left to their own devices, they tend to perpetuate ineffective reading habits. Accordingly an all-school development program in reading should be

incorporated as an intrinsic part of the curriculum, not as an "extra." Reading is more than a tool subject. It is an avenue to otherwise nonaccessible worlds of thoughts and experiences; it supplies a basis for making sound judgments, and it is an illimitable source of pleasure.⁶

Perhaps the explanation of the trivial reading which all these studies reveal can be found in an understanding of the society in which the individual lives. Possibly the students, like the society in which they live, are possessed of a "commonplace mind."

The characteristic of the hour is that the commonplace mind, knowing itself to be commonplace, has the assurance to proclaim the rights of the commonplace and to impose them wherever it will. The mass crushes beneath it everything individual, qualified, and selected. Anybody who is not like everybody, who does not think like everybody, runs the risk of being eliminated.⁷

Gasset explains that the schools which were such a source of pride in the past century can do no more in this than instruct pupils in the technique of modern life without really educating them. Because of this hurried procedure the pupils have not been possessed of the true spirit of education.

The Catholic high school teacher must face the facts that the study reveals. The crisis in which we are demands that serious attention be given to the formation of Catholic leaders who will not only know the problems of the day, but know where to go for assistance in solving the problems. The Catholic student must develop a fine sense of discrimination which he can gain only through extensive reading of worth-while books. If the students who participated in this study reveal such a mediocre standard of reading, what about the average and less than average student in the classroom of today. These students who reported their reading were above standard intellectually and still were not doing a distinctive type of reading. If these things be happening "in the green wood, what about the dry?"

The Catholic high school teacher has no other alternative than to give serious attention to one of the most vital problems of the moment. She must be an enthusiastic reader of the best in books herself. She must be able to share this enthusiasm with others. She must guide the reading program of her charges so that precious time will not be spent on trivialities.

Earnest Students

Perhaps one of the most heartening conclusions that could be drawn from the study was the realization on the part of youth itself that if it is to do its task well it must develop habits of reading. Not

only do the staff members realize that they must read, but they realize that they must do good reading. One reporter expressed this idea: "I read very many more serious books now. My reason is that I seem to have so little time to read this year, that I want to make every minute be filled with worth-while reading. I stop many times to read thoroughly any passage that may be written in clever style. Also anything that I may afterwards use in my writing I jot down or mentally note." That student is forming a reading habit that will take him out of the realm of the "commonplace" and give him some of the rich returns that may be expected from serious reading.

Begin Early

It would be easy to dismiss this point of good reading with a recommendation that faculty advisers urge their students to read. This would not be a solution, however. One must go back much farther — perhaps as far back as to the preschool child — and there set out to build up reading habits that will carry the child through the elementary school in which he will lay a foundation for a complete enrichment of life. If this is not done on the grade level, there is little hope that, when the student reaches the last year or two of his high school course, much can be done in building a love for reading that will carry over into his adult life. If readers can be made of boys and girls before they leave the years of adolescence, they will probably remain readers all the rest of their lives. On the other hand, if a habit of reading is not formed during these years, there is very little chance that this habit will be developed in maturity.

And so, as the field of scholastic journalism with relation to reading is surveyed, a feeling of hopefulness develops. The situation is hopeful because at least some of their number have come to a realization that, if they are to write in a manner worthy of their high dignity, they must prepare themselves for this responsibility through careful study and reading.

The Catholic scholastic journalist will do well to heed the advice of the Reverend Gerald B. Phelan, who, speaking on the Sanctification of the Intellect, said:

Those who have chosen to serve God by editing papers, writing books or articles, speaking in public, or otherwise defending truth under any form, should lend their best efforts to the achievement of two distinct objects or purposes; first, to learn and master their trade and its technique; second, to learn and know the science of divine truth and know it well.⁸

⁵Gerald B. Phelan, "Sanctification of the Intellect," *The Press in the Service of Faith and Reason*, 1938, 37.

MOST REV. THOMAS E. MOLLOY, bishop of Brooklyn, has issued a pastoral letter pointing out the vital necessity of Catholic high schools and urging his flock to support the high schools of the diocese.

⁶Jeremiah L. O'Sullivan, in an address at the 1940 National Catholic Educational Press Congress. Quoted from p. 4 of *The Catholic Press in the World Today*, published by the Marquette Press, Milwaukee, Wis.

⁷R. Strong, *Improvement of Reading in High School*, 1937, 197-206.

⁸Jose Ortega Y. Gasset, *The Revolt of the Masses*, 1932, 18.

Counseling to Nursing

Sister M. Florence, S.S.J.

WITH the rapidly expanding need for nurses, more and more high school girls are going to view that field as a possibility for their future endeavors. Therefore, those charged with the duty of guidance should have a very clear picture of the mental, moral, physical, and emotional equipment needed in this noble but trying profession. It sometimes happens that superintendents of schools of nursing are completely bewildered as well as violently annoyed at some of the recommendations which come in for prospective students over the signatures of some supposedly competent counselors.

Personality and Scholarship

The mental equipment needed by the prospective nurse can be outlined definitely and quickly. High school graduation is the first essential; very few schools of nursing will accept less. Shortly before the present war came upon us, some few schools of nursing were demanding two years of college, but that movement will probably not prosper in the present emergency. Many present schools are affiliated with near-by colleges and offer both the regular three-year course and a five-year course leading to a B.S. in nursing, or in nursing education. Whether or not the prospective nurse wishes to carry on the combined college and nursing course, her mental equipment should be of college caliber. Studies in a well organized school of nursing are certainly on a par with freshman and sophomore courses in college as far as difficulty is concerned, with an added handicap of time pressure. If a student is not in the upper half of her class in the general average of her four years, and if she does not rank in the upper third in mental ability, she will need some rather outstanding qualities to swing the decision in favor of her acceptance as a student nurse.

The nursing profession is a poor field for a falsely based philanthropy. The counselor, bent upon doing the best possible for the individual student, must not overlook the implications of the problem which go beyond the individual. Failure in the profession affects not only the individual nurse, but the school which trains her, and the sick who are entrusted to her care. Surely it is a mistaken kindness which will consider only the occupational adjustment of the individual student and overlook the possibilities for considerable inconvenience and even harm to the future patient.

Even today, one sometimes hears such expressions as, "Mary should try nursing; she will never make a teacher, and she is

too shy for an office. Mary is a wonderful girl, neat and pleasant, but her schoolwork is poor. She comes of a good family and they do not wish her to go into any but a professional field." No girl who has a general average less than a high C, who lacks ordinary intelligence, who is unwilling to study, or who lacks the ability to apply what she has learned to what she does, should be encouraged to enter the nursing profession. No false idea of kindness, no mistaken desire to keep the girl to the family level or standards, should be allowed to blind the counselor to the simple fact that a good nurse must be fundamentally intelligent and have sound common sense and also good judgment.

The counselor should not, however, disregard all other factors of the case and adhere tenaciously to the C or B average generally required for recommendation. Various factors enter into the matter of scholastic records, and not all of them are tangible. The first need of the student nurse is not a brilliant high school record but the native ability to learn, combined with good sense, and a desire and willingness to acquire a sound training in nursing skills and techniques. Frequently the hard-working and steady C student has a very substantial foundation upon which to build success in the nursing profession. She may not learn as quickly as her more gifted sister, but she may retain what she learns for a longer time, and she may have a much greater manual skill, as well as a greater tenacity of purpose.

Naturally schools of nursing are anxious to get students with A or B high school records, when such students are outstanding as class leaders and give promise of success in any field in which they are interested. The all A student is not necessarily the best possible material for a school of nursing, however. Often she is a bookworm, frequently she has little if any interest or aptitude for manual skills, and her emotional stability is not necessarily on a par with the high grade of her intelligence.

Moral Stability

Too many of us take the moral fitness of our graduates for granted. Absolute morality, in the commonly accepted sense is to be expected of course, but moral stamina is something else. The practice of nursing is crowded with delicate situations which the well balanced nurse handles with a minimum of disturbance, and after a time with an almost instinctive reaction. Contacts of the student nurses with the doctors and interns are

as carefully regulated as is humanly possible, but there is and must be a certain amount and type of contact which must be regulated by good sense on both sides, rather than through a strict hospital supervision. Young student nurses are thrown into contact with non-Catholic doctors, interns, and other nurses, as well as with patients of every class and character. Closely supervised as they are, most if not all of them come through the training period without any great strain on their moral fiber. But what of the time after graduation? What of the contacts as private-duty nurses, as office nurses, as supervisors in other hospitals? Probably the nursing profession does not offer more tests of moral stamina than those offered by other professional occupations, but they are of a different type, and it often happens that they have to be met quickly and decisively at a time when emotional tension is high.

The girl who is recommended for the nursing profession should have a very real sense of honor. From a professional standpoint she must be able to observe a very careful silence in regard to the intimate details of her patients' lives as they are revealed to her in her service to them during illness. From the point of downright honesty, she must be capable of overcoming any temptation to take anything, however small, which does not belong to her. The private-duty nurse faces many situations which can become snares to one who is at all weak in this matter of fundamental honesty.

Good Health

The physical requirements of the training period and the future should also be considered by the counselor. Nursing is hard work; it is fatiguing physically and it is necessarily accompanied with greater or less strain and responsibility. Schools of nursing do everything in their power to preserve and conserve the health of their students, but the need for combining the study of medical and associated knowledge with the learning of nursing techniques and practices makes the work arduous. A good health record is therefore essential, and it should be combined with a well developed physique, and the ability to stick to a job until it is complete in every detail.

Again, the student desiring nursing as a profession should have a high degree of emotional stability. She meets her patients under stress of illness, when they are likely to be discouraged, disheartened, and slightly melancholic. If she herself is abnormally moody, or much inclined to fits of sulkiness, she will not be a good influence on the sick. Her contacts with members of the patient's family are made at a time when they are likely to be more or less irritable or even unreasonable, because of anxiety, fatigue, and sorrow. Sick people are often unreasonably demanding

and trying. Hence it follows that a girl who has never learned to govern her temper, who flies into a tantrum when things do not proceed smoothly or to her liking, who is impulsive and imprudent in speech, does not offer much hope for great success as a nurse. The thoughtful counselor can visualize for herself any number of ordinary situations in which the emotional stability of the nurse or her lack of it will prove of great benefit or of great detriment to the patient or to the nurse herself.

We Need Ideal Nurses

We need nurses today in great numbers and our need is urgent. There are thousands of girls in our high schools who have the needed intelligence, good sense, and solid judgment to make successful nurses. Above all these, they have the steadying influence of their religion, as well as the advantages of their Catholic education. We should do all in our power

to fill our schools of nursing with the best possible candidates for the work. But we must be very careful not to encourage those who will not measure up to the high standards demanded of our Catholic nurses.

The counselor, therefore, who is faced with one who seriously considers nursing as a possible profession, should gather her facts slowly and carefully. She should ask herself if the proposed candidate has better than average intelligence, ability, and willingness to stand hard work and long hours, a liking for books and study, moral and emotional stability, and good health. When she has considered all this, the counselor faced with a doubtful case might very nicely let the decision lie in her own honest answer to the question, "If this girl is admitted to a good school of nursing and properly trained, will she make the kind of nurse to whom I would be willing to trust my loved ones, or my own life, in case of serious illness?"

A Plea for Music Literature

Sister Anna Louise, S.S.J.

IS MUSIC living? I should very much like to answer that question myself for fear you might give me the wrong reply. Music is the most vibrantly existing thing that I know of in this world. However, I shall admit that for many years, I, too, thought it was buried deep in the earth, and it is only recently that I have dug it from the grave and captured its hidden beauty. Because I have gleaned such joy and delight in ferreting out its secrets, I should like to let the whole world reap some of my happiness. At least, as a teacher, I hope that I may give to children a tiny glimpse of the land of imagination and myth through the medium of instrument and voice.

In order to appreciate music, we must understand its mood, its background, and its story. Every musician is inspired to compose his selection because of some intrinsic or extrinsic force—love, hatred, beauty, vivid imaginative power, grief, or happiness. If we realize this fact, we will have a kindred feeling for those talented ones of God who express their thoughts in harmonious melody.

To give to children a love for music literature, one must be very wise in the choice of compositions. Complete symphonies or music of ponderous quality should be avoided. I would suggest by all means that we give our children an opportunity to listen to Indian themes. Let them hear a war dance, and note their reaction. Of course, they will like it! But liking it is

EDITOR'S NOTE. Children are entitled to a knowledge of musical literature as they are to a knowledge of verbal literature. Why not? Sister Anna Louise makes a plea for musical literature and has some practical suggestions to lead children into the musical wonderland.

not the whole secret. If they have listened carefully they will be able to tap the rhythm employed, when the piece is played again. Sometimes a duet rhythm occurs and many of the children will find themselves able to beat the two rhythms separately. A taste of MacDowell's "Woodland Sketches," in which he preserves so much of the Indian flavor, will provide a source of delight to any child.

Then, let us not forget our beautiful Negro folk Songs of the Sunny South. May I urge you to use Stephen Foster's collection with which the children are already familiar because of their popularity in radio and cinema? Negro songs are a part of our American heritage and a part which every child should share. Paul Robeson sings some of these tunes with great beauty and depth of feeling. I would feel very badly if any of my children missed hearing his rendition of "Deep River." It is one of the most exquisite American Negro compositions that has been written and Mr. Robeson sings it with great finesse.

From early American music, I should like to have you meet the Frenchman, Saint Saens, as he speaks to us in his "Carnival of Animals." Written for two children, it is perhaps one of the most appealing suites that we have for youthful audiences. Let the children tell you what animals they hear talking to them from the records. They will discover lions, chickens, wild asses, tortoises, elephants, kangaroos, cuckoos, a swan, and a host of others. Saint Saens displays his keen sense of humor by satirically inserting into his music people with long ears who are unfavorable critics of his compositions. Truly, it is a masterpiece which will appeal to young hearts so long as humor, satire, keen wit, and stirring melody hold their place in the musical world.

The "Tale of the Arabian Nights" finds its way into the musical library of anyone who loves mystery and adventure. Rimsky-Korsakov gives a fantastic fairy tale in exquisite musical figures in his "Scheherazade Suite." It tells the tale of the Sultan who is thoroughly convinced of the faithlessness of all women and is resolved to put to death each of his succeeding wives on the eve of the wedding. But the Sultana Scheherazade, by her clever wit, relates such an interesting tale with climaxes so thrilling and breath taking, that the Sultan just simply cannot kill her until he has heard the conclusion of the story. But she, by her active imaginative power, keeps the Sultan in suspense for a thousand and one nights, when he finally renounces his bloody vow and accepts Scheherazade as his wife.

The Sultan is portrayed in the music by the bass instruments: tuba, French horn, and cello; while the Sultana pleadingly tells her story to the lure of the violin with harp accompaniment. She speaks of Sinbad's ship, while the heaving and roaring of the sea at times interrupt her story with fierceness, but never for long intervals.

In the second movement of the suite, still bravely going on with her lengthy tale, she launches into the story of Prince Kalendar, told by an oriental beggar who wanders from place to place, and sees many colorful sights. Romance enters next in the persons of the Young Prince and the Young Princess who whisper messages of love and entertain us with that beautiful idyllic music which will never grow old. Finally, the Sultana carries the Sultan on wings of imagination to the city of Bagdad where a great festival is being held. The bazaar is Asiatic, riotous in color, and rich in exotic harmony.

Suddenly, without warning, we are transported to the sea, once more in Sinbad's ship. A terrible storm arises, while the ship is tossed about on angry waters. A sudden bolt of thunder, then a weird flash of lightning lashes the ship from bow to stern and it lay upon the water, a dead thing. A lull



The Dove of Peace, designed by Sister Miriam, O.S.B.

appears in the gale and once more we hear Scheherazade's appeasing voice as she concludes her story. The Sultan, so pleased with the ingenious and prodigious memory of his wife, promises her freedom and they live happily together forever.

Thus it ends, as all fairy tales should! What child would not thrill to such a tale told in music that suits its theme perfectly? You will not have difficulty in arousing the pupils' interest in fairy-tale literature after they have listened to the "Scheherazade Suite." No, indeed; perhaps the works of Mr. Grimm and Mr. Andersen will require new covers because of the frequency with which they are drawn from the library.

From fairy tales, let us travel to a modern world and hear a story not so exciting but thoroughly as interesting. "Adventures in a Perambulator," because it is so typically American and because John Alden Carpenter is a rising American composer, should be made familiar to every child in this great land of the Stars and Stripes. It takes us on a journey with "Baby" whom Nurse is wheeling in his carriage. Baby gives us his impressions of life as he is wheeled along, enjoying the busy bustle of shoppers, and feeling perfectly secure in his rubber-shod perambulator. But Nurse meets a Policeman whose new uniform with shiny brass buttons makes him very conscious of the fine figure he is creating. He and Nurse engage in a conversation but are rudely interrupted by Baby who clamors for some attention. Both stare guiltily at each other and Nurse continues her walk while soothing her little charge, whose feelings have been hurt. Most intriguing of all

is the Hurdy-Gurdy which grinds out its insidious themes and interests Baby for some time. Then Nurse wheels him to the lake where all is calm and serene, and where little dogs chase each other in whole-hearted glee. Baby is tired of all the excitement, leans back in his perambulator and dreams of all the pleasant things of life. He thinks of Mother who will tend him with loving ministrations when he arrives home; of Daddy, who will bounce him upon his knee; of his bright-colored blocks, so much fun to play with; and of his puppy who will bark with glee at his return. The suite ends as Baby sleeps to the lulling effect of a soft cradle song.

This is such an appealing theme and the idea which the music portrays so very simple, that all children will enjoy it. Of course, they will have to be given aids for following music of this type. Baby is depicted by a flute passage very similar to the old favorite, "London Bridge Is Falling Down." Nurse speaks through a violin, while the Policeman is represented by the solo bassoon. Even the perambulator has its instrumental arrangement discovered in the accompaniment of strings and celesta. Knowing these instrumentations is the key to ability in following the adventures of Baby perfectly.

Can you refuse to give your children a taste of some of the world's fine music literature? In so doing, you are depriving them of their rightful cultural background. In a world, war torn and anguish swept, there is little enough happiness and beauty for the lives of these little ones growing up in our midst. By giving to them music

in its highest form—music appreciation—we are imparting to them new vistas, where in the imagery of their minds, the keenness of their intellects, and the stillness of their souls, they may find interior peace. May we not go forward with confidence, knowing that a true appreciation of music will tend to make them more blissfully thankful and more eternally grateful to God for the beauties which He has instilled into the life and nature of every created thing? Music can be a bypath to heaven where the feet of children may sanctify the stones from whence tones of pure melody ascend to the throne of God.

What is your answer to this plea for music literature?

Below I am enumerating a list of recordings with their corresponding numbers, so that anyone desirous of obtaining them from a musical library, may do so.

Early American Music

<i>Indian Music</i>	
"Deer Dance"	V-22174
"Omaha Dance Song"	C-3162
"Tribal Prayer"	
(Wakonda)	C-3083
"Woodland Sketches"	
(Mac Dowell)	V-20342
"By the Waters of Minnetonka"	V-21972
"Chant of the Snake Dance"	V-20043
<i>Negro Music</i>	
"Juba Dance" (Dett)	V-21750
"New World Symphony" (Dvorak)	Set M-1
"Stephen Foster's Collection"	V-9246 to V-9249
"Deep River" (Paul Robeson — soloist)	V-20793
"Water Boy" (Paul Robeson — soloist)	V-19824

Music of Imagery and Adventure

"Adventures in a Perambulator" (Carpenter)	Set M-238
"Carnival of Animals" (Saint Saens)	C-67280 to C-67383
"Scheherazade Suite" (Rimsky-Korsakov)	Set M-23
"Midsummer Night's Dream" (Mendelssohn)	Set M-18
"To Spring" (Greig)	C-3158
"Overture to William Tell" (Rosini)	V-20606 to V-20607
"The Storm" (Neale)	V-21223
"Peer Gynt Suite" (Greig)	Set M-440
"Nut Cracker Suite" (Tchaikovsky)	Set M-265
"Finlandia" (Sibelius)	V-7412
"Till Eulenspiegel's Merry Pranks" (R. Strauss)	V-9271 to V-9272
"Overture to the Magic Flute" (Mozart)	V-1486
"Ride of the Valkyries" (Wagner)	V-6245
"Toreador Song" (Bizet)	V-8124
"Hansel and Gretel Suite" (Humperdinck)	V-9075
"Overture" (Sandman Music)	V-22175
"Witches Ride" (Tchaikovsky)	V-22176
"Marche Slav" (Tchaikovsky)	V-6513
"Hungarian Rhapsody No. 2" (Liszt)	V-6652
"Musical Snuff Box" (Liadow)	V-22176
"March of the Gnomes" (Rebikov)	V-22177

Dramatization of the Book of Tobias

Agnes Dunne

(For Junior or Senior High School Students)

The Characters

Archangel Raphael; Tobias; Anna, wife of Tobias; Young Tobias; Raguel; Anna, wife of Raguel; Sara, daughter of Raguel; Servant.

Costumes

Loose flowing robes similar to illustrations in a Bible history.

Scene I

[Home of Tobias. Table and several chairs to center front. Small table to extreme left. Rack for cloak to left rear. As curtain rises, Anna is seated at left of center table, just finishing paring some vegetables. Tobias, seated at right of center table, face on hand, is groaning.]

TOBIAS: My God, my God! Why didst Thou will this affliction to come to me? I have feared the Lord from my infancy. I have kept His commandments [raising up resolutely]. And now, I will not repine against God because the evil of blindness has fallen upon me.

ANNA [rising, carrying dish to table at left, covering it, and wiping hands as she talks]: Where is thy hope, for which thou gavest alms and buried the dead?

TOBIAS: We are the children of saints, and look for that life which God will give those who never change their faith from Him.

ANNA [takes cloak from rack, wraps it about her]: Now I must go daily to weaving work that I may bring home what I can get for our living by the labor of my hands. [Exits.]

[Tobias sighs, shifts position on chair, bows head in hands.]

ANNA [returning, smiling]: Feel, husband — a gift of food!

TOBIAS: Take heed, lest perhaps it be stolen: restore ye it to its owners, for it is not lawful for us either to eat or touch anything that cometh by theft.

ANNA [petulantly]: It is evident thy hope is come to nothing, Tobias, and thy alms now appear. What prospects are these for our son, a boy called after thy own name, taught from his infancy to fear God and to abstain from all sin? [Exits angrily, taking gift with her.]

TOBIAS [sighing]: Thou art just, O Lord, and all Thy judgments are just, and all Thy ways are mercy, truth, and judgment. Take not revenge of my sins; neither remember my offences nor those of my parents. And now, O Lord, do with me according to Thy will, and commend my spirit to be received in peace, for it is better for me to die than to live [bows head in hands].

(Curtain)

Scene II

[Home of Raguel. Sara seated at right, reading. Prie-dieu at right front. Couch or settle to left. As curtain rises, serving maid enters, carrying garment which she lays on settle.]

SERVING MAID [tauntingly]: What sort of

woman are you, Sara, daughter of Raguel, that you have been given to seven husbands and a devil kills them all on the day of their marriage to you?

SARA [covers face with hands, sorrowfully]: Rebuke me not because of my affliction, I implore you.

SERVING MAID: May we never see son or daughter of thee upon earth, thou murderer of thy husbands. Wilt thou kill me, also, as thou hast already killed seven husbands? [Exits.]

SARA [goes slowly to prie-dieu, speaks slowly and with much feeling]: Blessed is Thy name, O God of our fathers, Who, in time of tribulation, forgivest the sins of them that call upon Thee. I beg Thee, O Lord, that Thou loose me from the bond of this reproach, or else take me away from this earth. Thou knowest, O Lord, that I never coveted a husband; neither have I made myself a partaker with them that walk in lightness. But a husband I consented to take with Thy fear. And either I was not worthy of them, or they, perhaps, were not worthy of me, because perhaps Thou hast kept me for another. For Thy council is not in men's power. But this everyone is sure of that worshipeth Thee: his life, if it be under trial, shall be crowned, and if it be under tribulation it shall be delivered. For Thou art not delighted in our being lost, because after a storm Thou makest a calm, and after tears and weeping Thou pourest in joyfulness. Be Thy name, O God of Israel, blessed forever!

(Curtain)

Scene III

[Home of Tobias. Tobias and son enter right as curtain rises, talking as they appear.]

TOBIAS: I tell thee also, my son, that I lent 10 talents of silver while thou wast yet a child to Gabelus, in Rages, a city of the Medes, and I have a note of his hand with me [shows paper]. Now therefore, inquire how thou mayest go to him and receive of him the aforesaid sum of money, and restore to him this note.

YOUNG TOBIAS: I will do all things, Father, which thou hast commanded me. But how I shall get this money I cannot tell; he knoweth not me and I knoweth not him: What token shall I give him? Nor did I ever know the way that leadeth thither.

TOBIAS: I have a note of his hand with me, which, when thou shalt show him, he will presently pay it. But go now, and seek thee out some faithful man to go with thee for his hire, that thou mayest receive it while yet I live [hands note to son].

YOUNG TOBIAS: Your blessing on my journey, Father [kneels at father's feet].

TOBIAS [extending hands over son's head]: A blessing on my son, O God of my Fathers! [Takes son's hand.] Fear not, my Son. We lead indeed a poor life, but we shall have many good things if we fear God and depart from sin and do that which is good.

[Young Tobias starts slowly to left exit, leaving old father standing leaning on staff,

his sightless eyes downcast. A beautiful young man advances toward him from right.]

YOUNG TOBIAS: From whence art thou, O good young man?

ARCHANGEL RAPHAEL: Of the children of Israel.

YOUNG TOBIAS: Knowest thou the way that leadeth to the country of the Medes?

ANGEL: I know it and have often walked through all the ways thereof.

YOUNG TOBIAS: Stay thee, I beseech thee, till I tell these same things to my father [hastens to father]. Oh, Father, a young man of form and face like to an angel shall direct me.

TOBIAS: Bring him hither, that I may better hear the sound of his voice.

YOUNG TOBIAS [returning to angel]: My father would a word with you.

ANGEL: Let us hasten to him. [They go.]

YOUNG TOBIAS: Father, here is he of whom I spoke.

ANGEL: Joy be to thee always.

TOBIAS: What manner of joy shall be to me, who sit in darkness, and see not the light of heaven?

ANGEL: Be of good courage. Thy cure from God is at hand.

TOBIAS: Canst thou conduct my son to Gabelus at Rages, a city of the Medes? When thou shalt return I will pay thee thy hire.

ANGEL: I shall conduct him thither and bring him back to thee.

YOUNG TOBIAS: A moment until I take leave of my mother [exits right].

TOBIAS: I pray thee, tell me, of what family or what tribe art thou?

ANGEL: Dost thou seek the family of him thou hirest, or the hired servant himself to go with thy son? But lest I should make thee uneasy, I am Azarias, the son of the great Ananias.

TOBIAS: Thou art of a great family. But I pray thee, be not angry that I desired to know thy family.

ANGEL: I will lead thy son safe and bring him to thee again safe.

YOUNG TOBIAS [with bag and wrap, enters right, his arm around his weeping mother]: We leave, but we shall return.

TOBIAS: May you have a good journey. God be with thee in thy way, and His angel accompany thee.

[Young Tobias and angel exit left. Tobias and Anna accompany them to exit, exchanging farewells with son.]

ANNA [to Tobias]: Thou hast taken the staff of our old age and sent him away from us. I wish the money for which thou hast sent him had never been. For our poverty was sufficient for us, that we might account it as riches, that we saw our son.

TOBIAS [comforting her]: Weep not. Our son will arrive thither safe, and will return safe to us, and thy eyes shall see him. For I believe that the good angel of God doth accompany him and doth order all things well that are done about him, so that he shall return to us with joy.

(Curtain)

Scene IV

[Enroute. Young Tobias and angel enter left as curtain rises.]

YOUNG TOBIAS: I am weary with much walking, and would lave my feet in yonder river.

ANGEL: Go, if thou likest. I shall tarry here the moment. [*Leans on staff, eyes upraised in prayer. Young Tobias exits right.*]

YOUNG TOBIAS [*off stage*]: Sir, a fish cometh upon me!

ANGEL: Take him by the gill and draw him to thee and bring him hither.

[*Young Tobias enters right, bringing with him a monstrous fish. (This can be of cloth colored and stuffed realistically.)*]

ANGEL: Take out the entrails of this fish, and lay up his heart, and his gall, and his liver for thee: for these are necessary for useful medicines.

[*Young Tobias takes knife from among articles in the bag on his back, kneels, in front of fish, and with his back to audience pretends to dissect fish. Angel takes salt from his bag and prepares to assist.*]

ANGEL: We shall salt as much as might serve us until we come to Rages, the city of the Medes.

YOUNG TOBIAS: I beseech thee, brother Azarias, tell me what remedies are these things good for, which thou hast bid me keep of the fish?

ANGEL: If thou put a little piece of its liver upon coals, the smoke thereof driveth away all kinds of devils, either from man or from woman, so that they come no more to them. And gall is good for anointing the eyes in which there is a white speck, and they shall be cured.

YOUNG TOBIAS [*as they prepare to continue their journey*]: Where wilt thou that we lodge for the night?

ANGEL [*indicating right with hand*]: Here is one whose name is Raguel, a near kinsman of thy tribe, and he hath a daughter named Sara, but he hath no son nor any other daughter besides her. All his substance is due to thee, and thou must take her to wife. Ask her, therefore, of her father, and he will give her to thee.

YOUNG TOBIAS [*alarmed*]: I heard that she had been given to seven husbands, and they all died; moreover, I have heard that a devil killed them. Now I am afraid lest the same thing should happen to me also; and whereas I am the only child of my parents I should bring down their old age with sorrow to hell.

ANGEL: Hear me, and I shall show thee who they are over whom the devil can prevail. For they who in such manner receive matrimony as to shut out God from themselves as would a horse or mule which have no understanding, over them the devil hath power. But thou, when thou shalt wed her, give thyself up to prayers with her. And on that night lay the liver of the fish on the fire, and the devil shall be driven away. And thou shalt obtain a blessing that sound children may be born of thee. But let us tarry here no longer. [*Exit right.*]

(Curtain)

Scene V

[*Well-furnished home of Raguel. As curtain rises, angel and Young Tobias have just entered left and are being cordially received by*

Raguel and Anna. Sara stands somewhat shyly in background.]

RAGUEL [*to wife, looking on Young Tobias*]: How like is this young man to my cousin. [*To visitors:*] Whence are ye young men our brethren?

YOUNG TOBIAS: We are of the tribe of Nepthali, of the captivity of Ninive.

RAGUEL: Do you know Tobias, my brother?

ANGEL [*smiling at Young Tobias*]: We know him.

RAGUEL: He is one of the elect of the Lord; he giveth alms to the poor, burieth the dead, and in all things blesseth the Lord.

ANGEL: Tobias, concerning whom thou inquirest, is this young man's father.

RAGUEL [*joyfully embracing him*]: A blessing be upon thee, my Son, because thou art the son of a good and most virtuous man. [*Calls to servant who had removed visitors' wraps and retired to background.*] Command a sheep to be killed.

SERVANT: It shall be done as thou sayest.

YOUNG TOBIAS: I shall not eat or drink here this day, unless thou first grant me my petition, and promise to give me Sara, thy daughter.

[*Raguel, Anna, and Sara all show agitation, thinking of the seven husbands killed. They remain silent.*]

ANGEL [*stepping forward*]: Be not afraid to give her to this man, for to him who feareth God is thy daughter due to be his wife: wherefore another could not have her.

RAGUEL [*hesitating, glances at wife, who gravely assents*]: I doubt not but that God hath regarded my prayers and tears in His sight. And I believe He hath therefore made you come to me that this maid might be

married to one of her own kindred, according to the law of Moses: and now, doubt not that I shall give her to thee. [*Takes right hand of Sara and puts it into right hand of Young Tobias. Standing between them and to their rear as they face center front, he prays, holding one hand above their clasped hands.*] The God of Abraham, the God of Isaac, and the God of Jacob be with you, and may He join you together and fulfill His blessing in you. [*Turns to table in center rear on which is some writing material.*] Here is a paper. Let us make a writing of this marriage. [*Sits himself at table and writes busily.*]

ANNA [*embracing her daughter*]: Be of good cheer, my daughter: the Lord of heaven give thee joy for the trouble thou hast undergone.

RAGUEL [*to Young Tobias*]: Wilt thou put thy signature here? [*Tobias signs.*] Daughter? [*She signs. He turns to Anna.*] Come, Wife, there is much to be attended to. [*Raguel and Anna exit.*]

YOUNG TOBIAS: Now I shall take from the bag part of the liver as thou requestest me [*turning to angel*] and burn it. [*Lights small packet on plate on pedestal to right rear. Sara, fascinated, screams when flame appears.*]

ANGEL [*grasping with quick motion near Sara*]: Thou fiend! Now shalt thou be bound and taken into the desert of upper Egypt. [*Exits quickly to left. Sara covers face with hands, trembles, and half crouches on floor in terror.*]

YOUNG TOBIAS [*going to Sara and gently assisting her*]: Sara, arise, and let us pray to God. For we are the children of saints and must not be joined together like the heathens that know not God. [*Go slowly hand in hand to center front. Kneel, facing audience, faces upturned in prayer.*]

YOUNG TOBIAS: Lord God of our fathers, may the heavens and the earth and the sea and the fountains and the rivers and all thy creatures that are in them bless thee.

SARA: Have mercy on us, O Lord, and let us both grow old together in health.

RAGUEL [*entering right. Young Tobias and Sara rise as he speaks*]: Bless the Lord, my son-in-law, that it has not happened to you in like manner as it did to the other husbands that wedded her. [*Calls off stage.*] Anna, come hither!

ANNA [*entering right*]: We bless Thee, O Lord, because it has not happened as we suspected and Thou hast taken pity on two only children.

RAGUEL [*to wife*]: Make ready a feast and have the servants prepare all kinds of provisions.

ANNA: That shall I do with great pleasure [*exits right.*]

RAGUEL [*to Young Tobias*]: I abjure thee, abide with us two weeks. And of all the things which I possess I shall give thee half. I shall make it in writing that half that remains after our decease shall also go to thee.

YOUNG TOBIAS: I thank thee exceedingly, but my father numbereth the days while I am gone, and if I stay one more day his soul will be afflicted.

[*Angel enters left.*]

YOUNG TOBIAS [*to angel*]: Brother Azarias, I pray thee to hearken to my words. If I should give myself to be thy servant I should not make a worthy return for thy care. But we must to my father's house, for I can hear



The Victory Bond Flag Awarded by the Treasury Department to Our Lady of Good Counsel College, White Plains, N. Y.

my mother weeping disconsolately and saying, "Woe is me. Why did we send thee to go to a strange country, the staff of our old age, the comfort of our life?"

RAGUEL: Stay here, and I shall send a messenger to Tobias, thy father, that thou art in health.

[Anna and servant enter left.]

YOUNG TOBIAS: I know that my father and mother now count the days and their spirit is grievously afflicted within them.

RAGUEL: Then the angel of the Lord be with thee in thy journey and bring thee through safe, and that thou mayest find all things well about thy parents.

ANNA [putting cloak around daughter as servant gets wraps and staff for angel and Young Tobias]: Honor thy father- and mother-in-law, I admonish thee; love thy husband; take care of thy family; govern thy house well, and behave irreprehensibly.

[Raguel and Anna embrace daughter, bless and wave farewell to Young Tobias and angel as they prepare to exit left.]

ANGEL [turning to Young Tobias]: Brother Tobias, thou knowest how thou didst leave thy father. Take with thee the gall of the fish, for it will be necessary.

YOUNG TOBIAS [feeling pack]: It is already done as thou sayest.

ANGEL: As soon as thou shalt come to thy house, adore the Lord thy God, greet thy father, and immediately anoint his eyes with this gall of the fish which thou carriest with thee. For be assured that his eyes shall presently be opened, and thy father shall see the light of heaven, and shall rejoice in the sight of thee. [Exit, Tobias comforting Sara as they turn for a last farewell, Raguel comforting Anna.]

(Curtain)

Scene VI

[Home of Tobias. Tobias and Anna seated as in Scene I.]

ANNA: Woe, woe is me, my son. Why did we send thee to a strange country, the light of our eyes, the staff of our old age, the comfort of our life, the hope of our posterity?

TOBIAS [reassuringly]: Hold thy peace and be not troubled. Our son is safe: that man with whom we sent him is very trusty.

[Enter left Young Tobias, Sara, and the angel.]

YOUNG TOBIAS [rushing ahead]: Father!

TOBIAS [reaching hand to Anna for guidance, going stumblingly to meet his son]: My Son!

YOUNG TOBIAS: Give glory to the Lord for thy good things and bless the God eternal.

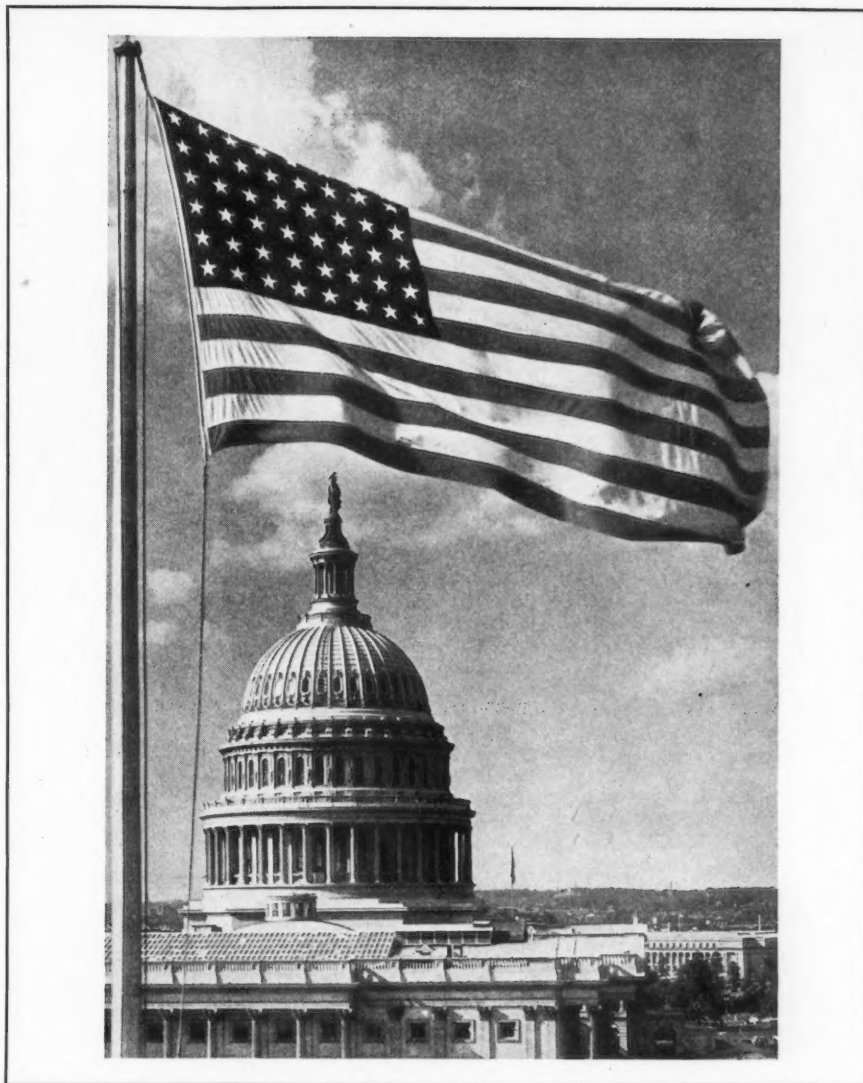
[Anna and Young Tobias help Tobias to his chair.]

YOUNG TOBIAS: With the gall of this fish [reaching in bag] I shall anoint thy eyes, as I was bidden by this holy young man [indicating angel. Puts application to father's eyes.]

[Tobias sits quietly for a few moments, rubs eyes, and immediately arises and cries out.]

TOBIAS: I see! I see! I bless thee, O God of Israel, because Thou hast chastized me and Thou hast saved me, and behold, I see Tobias, my son!

YOUNG TOBIAS [drawing Sara forward]: And this is my wife. All these benefits of God have been done to me by this young man who accompanied me.



Old Glory Over the Capitol.

TOBIAS [taking Sara by the hands smiling at her affectionately and then at Anna, who nods approvingly]: God has indeed blessed my son. [To wife:] Anna, take her, and arrange for the preparing of a feast. [Anna puts arm around Sara and both exit right.]

TOBIAS [to son]: What can we give to this holy young man that is come with thee?

YOUNG TOBIAS: Father, what wages can we give him or what can be worthy of his benefits? He conducted me and brought me safe again; he received the money of Gabelus; he caused me to have my wife and he chased from her the evil spirit; he gave joy to her parents; myself he delivered from being devoured by the huge fish; thee, also, he hath made to see the light of heaven, and we are filled with all good things through him. What can we give him sufficient for these things?

TOBIAS [turning to angel]: What have we worthy of thy benefits that thou wouldst accept?

YOUNG TOBIAS [to angel]: Wilt thou vouchsafe to accept half of all that we have brought?

ANGEL: Bless ye the God of heaven! For it is good to hide the secret of a king, but honorable to reveal and confess the works of God. I shall not hide the secret longer from you. When thou didst pray with tears, I offered thy prayers to the Lord. And because thou wast acceptable to God it was necessary that temptation prove thee. And now the Lord hath sent me to heal thee and to deliver Sara, thy son's wife, from the devil. For [majestically] I am the Angel Raphael, one of the seven who stand before the Lord.

[Tobias and his son fall upon their knees in awe and fear.]

ANGEL: Peace to thee and fear not. For when I was with thee, I was there by the will of God. I seemed indeed to eat and drink with thee, but I used an invisible meat and drink which cannot be seen by men. It is time, therefore, that I return to Him that sent me. But bless ye God, and publish all his wonderful works. [Exits left.]

TOBIAS: Thou art great, O God, forever, and Thy kingdom is unto all ages.

(Curtain)

The CATHOLIC SCHOOL JOURNAL

Edward A. Fitzpatrick, Ph.D., LL.D., Editor

Advisory Committee

- BROTHER AZARIAS, F.S.C., La Salle College, Philadelphia, Pa.
 RT. REV. LAMBERT BURTON, O.S.B., St. Martin's Abbey, Lacey, Wash.
 FRANCIS M. CROWLEY, Ph.D., Dean, School of Education, Fordham University, New York, N. Y.
 REV. GEORGE A. DEGLMAN, S.J., Rockhurst College, Kansas City, Mo.
 BROTHER DENIS EDWARD, F.S.C., Ph.D., LL.D., Supervisor of Schools, Normal Institute, Ammendale, Md.
 BROTHER EUGENE, O.S.F., Litt.D., Principal, St. Francis Xavier's School, Brooklyn, N. Y.
 REV. EDMUND J. GOEBEL, Ph.D., Superintendent of Schools, Archdiocese of Milwaukee, Milwaukee, Wis.
 VERY REV. KILIAN J. HENNRICH, O.F.M.CAP., M.A., Director-General, Catholic Boys Brigade of U. S., New York, N. Y.
 RT. REV. MSGR. GEORGE JOHNSON, Ph.D., School of Education, Catholic University of America, Washington, D. C.
 VERY REV. MSGR. WILLIAM R. KELLY, Ph.D., LL.D., Superintendent of Schools, Archdiocese of New York, New York, N. Y.
 REV. FELIX M. KIRSCH, O.F.M.CAP., Ph.D., Litt.D., Department of Education, Catholic University of America, Washington, D. C.
 REV. WILLIAM J. MCGUCKEN, S.J., Ph.D., Director, Department of Education, St. Louis University, St. Louis, Mo.
 BROTHER EUGENE PAULIN, S.M., Ph.D., Community Inspector, Society of Mary, Kirkwood, Mo.
 RT. REV. MSGR. RICHARD J. QUINLAN, S.T.L., Diocesan Supervisor of Schools, Boston, Mass.
 REV. AUSTIN G. SCHMIDT, S.J., Ph.D., Professor of Education, Loyola University, Chicago, Ill.
 RT. REV. MSGR. J. M. WOLFE, S.T.D., Ph.D., Superintendent of Diocesan Schools, Dubuque, Iowa.

The Religion of Fighting Men

No. 4: No Atheists in Foxholes

In one telling phrase a sergeant told the whole story of the fighting man and religion. He said: "There are no atheists in foxholes."

The story is told by a lieutenant colonel, Warren J. Clear, who reported how he slipped into a foxhole during a Jap bombardment. There was a sergeant in the foxhole praying in his heart and with his lips. Said the lieutenant colonel, "He prayed almost as loud as I did." Colonel Clear said something to the sergeant about prayer. And then the sergeant in his wisdom and without wasting any words, said:

"Sir, there are no atheists in foxholes." — *E. A. F.*

Our Civilization Needs Religious Education

The Vatican Radio has broadcast the Lenten pastoral letter of His Eminence, Adolph Cardinal Bertram, who is Archbishop of Breslau and Primate of Germany. There is a significant sentence in this pastoral which points out the formidable problem of religious education at a time when "millions of Germans are working to tear the Catholic faith out of the heart of Catholic Christians and to replace it by a philosophy which claims to be the only one consistent with the true German character."

This is true not only in Germany; it is true wherever the

Hun tramples innocent peoples in what, we believe, is for him a new barbarism, a new ruthlessness, a paranoiac self-deception. The Kaiser's Germany was not so brutal as the Hitler Germany, and the New German character, whether it is true character or not is the result of an educational system as clear in its objective as it was effective in its methods. Who will say what is the true German character after ten years of the most complete organization of the life of the people, the domination of the German personality and his character not only in his schooling but in every phase of his life, not only in his school years but from the cradle to his grave? Every social sanction is used to enforce it, every incident of life is a continual reminder of it.

The Archbishop of Breslau has truly a formidable problem. Civilization itself—all the nations who believe in human decency, in humanity, in a God of love and of justice—has also a formidable problem. How to blot out this fanaticism which is Nazi Germany! How to blot out these ruthless barbarisms and fanatical hatred which is manifest in every conquered country of Europe and in the freed areas of Russia! These are the problems our Christian civilization faces. How can Germany be restored to the family of Christian nations until she is thoroughly purged down to the last Nazi? How can this "education of death" of the young Nazi be undone?

These are undoubtedly the questions that run through the mind of the Archbishop of Breslau as he contemplates the "saving remnant" in Germany. A genuine religious education that reaches the heart as well as the head, that translates itself in the life habits of the individuals and not merely in words on the lips—this is the great need of Germany and this is the great need of the world. — *E. A. F.*

Ready for Vacation?

With this June issue your JOURNAL greets you for the last time during the present school year. We hope that you can enjoy a period of rest and relaxation. Even attendance at summer school may be a tonic to those who have been feeling the effects of classroom routine.

Since it is impossible for one to enjoy the relaxation of mind which is necessary for the recuperation of mental and physical powers, we consider it a kindness to suggest that you attend to all your spring housekeeping duties before you lock up for the summer.

The principal, the teachers, and the janitor-engineer, should check the building thoroughly and make a list of all the cleaning and repair jobs that are to be done. The furnace should be put in perfect order. Perhaps loose windows should be weather-stripped. All broken desks or furniture should be repaired.

This year it is more necessary than usual to compile your lists of the books and school supplies you will need in the fall and order them now. If you don't you will not have them when school opens and then you may have to wait till they are manufactured after you order them.

Resolve that your pupils will be agreeably surprised at the appearance and comfort of the school in September: give the necessary orders; and then forget your troubles for the summer. Good-by till the last week in August. — *E. W. R.*

Practical Aids for the Teacher

The Man Who Died Laughing

Sister Mary Charitas, S.S.N.D.

"The man who died laughing!" Thus a countryman of his, G. K. Chesterton, described him. There is no reason, of course, why a man like Thomas More, who had laughed much in his life, because he was always very much at peace with the God whom he loved most ardently, should not be in a particularly gay mood when he was on the verge of an eternity of "rejoicing in the Lord always."

So definitely rose colored had been the glasses which Sir Thomas wore all his life through, that they had always been able to separate out of the queerest looking fellow human beings the lineaments of Christ. Not all the big or little meannesses of his apparent friends nor of his avowed enemies could affect the jolly rollicking manner with which this good-humored lover of Christ "bore all things, believed all things, hoped all things." And yet, all his life—and he was most successful, having become a saint in the process—may be summed up in a rather simple statement: he lived by the faith that was in him.

He was the most agreeable person in the world; he was very pliable; he would do anything to be congenial. But he had one very stubborn notion just shortly before his death: he would not sign his name. And for that, he lost his head; his one-time friend, the king, had it cut off. It was right then and there that the very happiest time of his existence began, and he has been enjoying it ever since.

That particular event occurred in 1535. But there had been 57 years of glad service of God preceding and preparing for the heroism St. Thomas More displayed on that day, heroism and jolly good fun.

A Saintly Lawyer

Thomas More was, of all things, a lawyer. Lawyers do not now have a reputation generally for great sanctity; nor have they ever had a reputation for being *very* good. Because so many people consult a lawyer when they themselves do not know how to wiggle out of a difficulty into which they have precipitated themselves by their own villainies, the poor lawyers who do what they can for their clients pay for their success with a definite sacrifice of their own good name. It is too often taken for granted that *all* lawyers will wink at anything to win a case, that truth is simply not in them. But there are lawyers living today who, if brought to the kind of test to which St. Thomas More was brought, would very likely give their life, too, rather than compromise their own integrity. I feel reasonably certain of at least two or three like that myself. And there are others. In any case, St. Thomas More is a good patron for lawyers; and being a most successful lawyer in the truest sense of the term, he can plead the cause of such abused lawyers who have recourse to him and who realize

that, after all, it makes little difference what sentence is passed or what reputation is given them by the judges of earth, so long as they stand secure in the estimation of the Supreme Judge.

A Model Husband and Father

Thomas More was a married man, the father of four splendid children, three girls and one boy. The woman he married was Miss Jane Colt. Strangely enough, it seems More really liked her younger sister better, but Sir Thomas had a fine gallant chivalry about him and so he thought it not quite the thing to do to pass up the older girl, and so, as his son-in-law, Roper, wrote later, "he, of a certain pity, framed his fancy toward her, and soon after married her." They must have had an intensely happy life together. There was no place in the world where Thomas More, already famous for his wit and brilliance of mind, would rather let it sparkle than in his own home with his wife and children. He was almost passionately fond of them, as they were of him.

After More had enjoyed six glorious years of basking in the sunshine of his loved wife and children, already star dusty with the applause of the world, "dear Jane, the little wife of Thomas More," died; that is the epitaph written by her bereaved husband. But Thomas More, much as his heart must have been crushed at her going, had far too much common sense and far too deep a faith by which he lived to grieve inordinately over the death of one whom he loved as ardently as he had loved Jane Colt More. He recognized the superior claim of God over our life and the superior wisdom of God's designs over those of men, even when they were as wise and as virtuous as those of Thomas More. Also, this clever lawyer had good sense; he had four very small children, Margaret (Meg, her father affectionately called her) the eldest, being five. Hence, after a few months, he married again, this time a small woman, also, as Jane Colt had been small, Alice Middleton. She was not quite the wonderful disposition which Jane had been, and many of More's friends did not like her too well. That did not bother More for he was, after all, the man who had married her, and he loved her sincerely. One day, when somebody in jest asked More why he had married such little women each time, he answered with a very merry laugh: "If wives are necessary evils, is it not wise to choose the smallest evil?" And in that way, he neither answered their question nor let them in on his own personal feelings in the matter, all of which betrays once again his shrewdness and, perhaps, his holiness.

In 1510, when he was thirty-two years old, Thomas More was making as much as six thousand pounds annually, and all of it—lawyer critics, note!—honestly. That meant approximately thirty thousand dollars. While plenty of money to keep respectably a fam-

ily of six is not an important thing, it is very comfortable, no doubt, to have it.

And More was on his way "going places" as popular parlance would say it in our day. As said before, he had a brilliant mind and scintillating wit, and when he was sure of his argument (he never spoke unless he was) he was fearless, and he would take up a debate with any comer. There was such an argument one day in the Star Chamber of the court of the young, recently crowned King Henry VIII. The topic of discussion was Pope v. King; the Pope won by every count, for his side was taken by the young lawyer, Thomas More.

More's Latin Story

It was about this time, also, that the renewed interest in the ancient Greek and Roman classics was at its height in Italy and was taking many learned men in England by storm. Today, when young people do not know any better, they frown upon a knowledge of Latin as excess baggage, something one can do very well without. Latin does not seem to be an opening to sudden wealth or a necessary equipment for moving in yacht-sailing social circles; hence, to what purpose? But More was an enthusiast for Latin. He wrote a very clever book—it would be clever if More had set his hand to it—which he called *Utopia*. In these days when we hear so much, and perhaps even say a great deal about what should be done *after the war*, what is the best thing to prevent this kind of catastrophe, or worse, to afflict mankind again, it might not be too far out of the way of good reason to make a study of *Utopia* and to try out some of the schemes the smiling, witty author has put into his book—in Latin.

Utopia is the name of an imaginary country in which nobody was ever selfish, nobody ever greedy nor wanted more than his share of anything, nobody ever jealous of another, nobody ever angry with his fellow man. Of course, you can see plainly what More did; he wrote about the whole world as it would be if all men were followers of Christ and actually lived—as More did himself—by the faith which our dear Lord taught. As a matter of fact, there are many people who live the holy life which is described as general in *Utopia*. Most of us undoubtedly at some time or other in our lives set our jaw and grit our teeth and say to ourselves—usually on New Year's Day or at the close of a mission or a retreat, or after a very contrite confession—"Now, this time I am really going to." And we do not go very far before we come to notice what "everybody" is doing, and we begin at once to waver in our resolution. We figure that you just cannot expect to become a saint in a day, that you must go at these things by degrees, for, what will people say? And so, *Utopia* remains forever an *imaginary* country. Very likely it is nonsense to hope that everybody in the world would, of a sudden, resolve to be just as holy as possible; that does not excuse us from making a *Utopia* for those who must live in our neighborhood, and especially from giving the dear, patient Lord a tiny *Utopia* in our own soul.

The King's Good Friend

Henry VIII liked More at once. He appreciated his wit, his brilliant mind, his clever debate, and his delightful sense of humor. And so it happened—partly because Henry wanted to be certain he would have this brilliant lawyer on his side—that More was appointed by the king to be king's counselor and judge in the Court of Poor Men's Causes. The king enjoyed walking with More and listening to him. At such times, the king would throw his arm affectionately about More's shoulders and occasionally slap him on the back in the greatest good feeling of kindness and good nature. But More was first and last a servant in the court of the King of kings to whom even Henry bent a fat, though uncalled-for, knee; and when Henry seemed on the verge or in the midst of wrongdoing, his friend More spoke his mind in the matter very clearly and without the least hesitation because of what it might mean to their friendship. After all, More had written *Utopia*. Besides, it is not the mere fact that a man happens to have been born into the ruling family, nor that he wears a crown on his head on special occasions that makes him especially worth anything. That fact does make him representative of God's authority, but his true worth, even as yours, depends upon the condition of his soul. In the private kingdom of your own soul—which should be a Utopia, you know—God is King, and you are His vicegerent, which means that you rule your own little territory under the immediate kingship of God.

While the reigning king, Henry VIII, was ruling his British kingdom tolerably well, some real difficulties were beginning to arise within his own private little kingdom, the kingdom of his soul. It came about somewhat in this way. Henry had had an older brother Arthur. The father of both of them,

King Henry VII—the one who had sent the Cabots to the New World—had arranged for a marriage between his very young eldest son Arthur and Catherine of the Spanish house of Aragon. Such things were done in those days, as they are still done in our day, though more rarely, in order to unite two ruling families and keep them from warring with each other later on. Those arrangements do not always work out, as the first World War proved when practically all the crowned heads of Europe were related rather closely, the king of England, the czar of Russia, and the emperor of Germany being cousins. It seems that when people forget that they were made for possessing the Kingdom of Heaven, and decide that they must have a certain portion of the kingdoms of earth, or else—they are too concerned about who has to suffer while they take what they want, or try to take it. In any case, that was the purpose behind the marriage between Arthur, prince of Wales, and Catherine, princess of Aragon. Now, it happened that the young boy Arthur died before his father; this made the next son heir to the throne, and that next son became Henry VIII. Wishing very much to keep the relation with Aragon as friendly as possible, Henry applied to Rome for the necessary dispensation to marry the widow of his deceased brother Arthur. After due consideration of the facts in the case, this dispensation was granted.

The King's Temptation

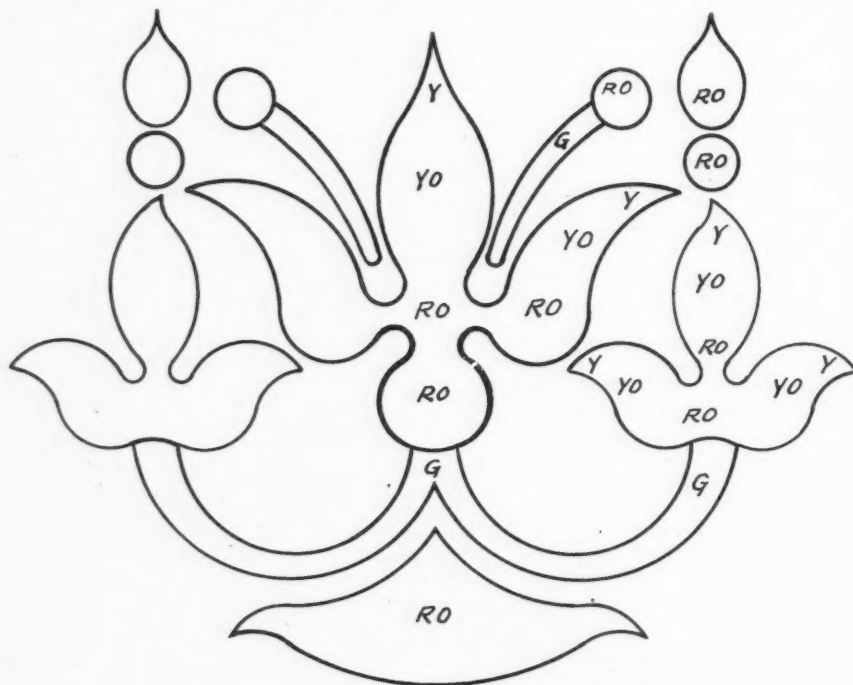
Every man who marries probably wants a son to carry on his name; kings especially like the tradition of ruling to remain in the family and under the family's name. Henry VIII and Catherine did not have a son; several children of theirs died very shortly after birth, and the only one to live was a little girl whom they had called Mary. In the meantime, too, a not too virtuous young

woman by the name of Anne Boleyn came to be a lady in waiting in the Court of England. She had flashing black eyes and, being very giddy and not using any good sense at all flirted with the king. And Henry, as we say, "fell for her" and for her smiles and blushes. Before he realized fully what trouble he was making for himself, he had begun thinking up ways and means to get rid of his lawful wife, Catherine. The very first idea which seems to have come into his mind was that he should never have married Catherine at all, that it is not permitted, and the dispensation was not entirely straight.

Separation and remarriage while both of the members of the union were still living was simply out of the question in England at that time, where everybody was Catholic and it was recognized that the laws of the Church bound people in conscience. It was 1527, ten years after Martin Luther had broken all bounds, renounced his vows as an Augustinian priest, and run off with a nun who had likewise been induced by Luther to break her vows in order to marry him. I once heard somebody tell the story of the fox and the grapes. He said that the fox in the fable had a cousin who, when he could not get at the grapes, walked off and said: "How foolish of me to want grapes; there is no such thing as grapes in the world." That is what Luther, and many people like him, did. When he could not have what he wanted in the way he wanted it within the boundaries set by God's law in the Church, he simply said out loud to the world, "The law does not exist. The new arrangement which I shall set up is the law." And so he did precisely; he established a church which has since been known as the Lutheran Church. Some of his followers began preaching the new doctrine everywhere and it looked as if the errors might take hold in England. Then it was that Henry, who at that time had no notions as yet of doing practically the same thing, wrote a book against the false teachings of Luther. The Holy Father had been so pleased with the king's efforts that he awarded him the title "Defender of the Faith," a title which the English king still retains. It is more than likely that Thomas More had much to do with the finished book which Henry wrote against Luther. Henry would very naturally have talked to More about it, and asked him for suggestions and even for some actual writing of parts of it.

Henry Abandons God and Friends

Some people have a strange notion of friendship. They figure that if you are a friend of theirs, you must always say "yes" to every one of their schemes. But that is precisely what a true friend does not do. And Henry knew well enough that there was just no use asking More to do the least thing against his own conscience, much as More would go out of his way to serve the king wherever he could do so without offending ever so little the King of kings. Nevertheless, Henry spoke to Cardinal Wolsey and More together about what he termed his scruple about his first marriage; he wanted them to examine into the facts and see if they could not bring back the answer he wanted, namely, that the first marriage was not legal, and that he might with a good conscience marry Anne Boleyn. Anne, the black-eyed villain, was behind all this, too, urging Henry to get rid of Catherine at once, and if Wolsey and More



A Conventionalized Design by Sr. M. Sylvester, O.P.
Letters indicate colors; namely, Green, Yellow, Yellow Orange, and Red Orange.

could not or would not obtain the divorce for him, to get rid of both of them, too. More knew Henry's weakness and Anne Boleyn's power over him; he also felt quite certain what the result of their errand would be. But he was prepared. Long ago, he had said, when some of his friends envied him in a kindly way the affection which the king so evidently had for him: "If my head should win for him a castle in France, it should not fail to go." Henry VIII was the kind of friend who loves others for the sake of the service they can render him; such people love only themselves.

Wolsey, of course, failed to obtain what the king wanted; he failed necessarily because it was not there to get. The first marriage had been entirely legal, and that was the end of that. That was the end of Wolsey, who up to that time had been Lord High Chancellor. He would have been beheaded without a doubt if he had not become suddenly very ill and died of his illness. More was made chancellor, Henry assuring him that he would not press him to do anything about the divorce, since More gave him to understand that he could not consent to anything like it.

All the while Thomas More wanted to be back permanently with his family; they were, after all, his preferred royalty. Things went from bad to worse with Henry, and while he pretended that he was consulting More as to what he ought to do about divorcing Catherine and marrying Anne, he had his mind made up all the while; rather, Anne had made it up for him. What he really wanted was that More should say it was all right. So much did Henry worry that his conduct should look right with men. The man who could write a book against false doctrines preached by another man seemed to have forgotten all about the fact that God is the final judge of the rightness or wrongness of our actions.

More Obeys the Law of God

In 1531 the king had brought things so far that he was acknowledged "Supreme Head of the Church." He had, of course, married Anne Boleyn by this time, or gone through the motions of marrying her, since he could not really marry her. Thomas More resigned his chancellorship, desiring very much to get out of all the confusion and disorder. He said he was willing to recognize that Anne Boleyn was now the queen, but he would not acknowledge that she was queen by Christ's law. This would probably have satisfied the king, but there is a saying about a woman scorned being capable of rather vicious behavior. And Anne was positively vicious. She had men in the court to stand by her schemes, too, men who wanted to make their own position with the king firm. And so it happened that More was finally called upon to say whether he would or would not take the oath acknowledging Henry supreme head of the Church, and his marriage with Anne legal. There was only one thing to do; More did that one thing: he refused to take the oath. He was sent to the Tower of London, a dreadful prison, in which he suffered for a solid year. The crafty weaklings of the court who used less conscience than good sense, and had very little of either, tried in their scheming ways to get a count against More. They tried to engage him in conversation and so trick him into saying something that would

prove him false in some way. But they should have known better than attempt anything like that with a man like More. The sharpest wit in England at the time would not likely fall down in a trick played by men who had not practical intelligence enough to see the difference between the ingredients which it takes to make a fool and the sterling qualities of Sir Thomas More.

More was most kind to his jailer always; he used to pity him because he had to do whatever he was told by his higher officers. His great consolation in prison was his beloved daughter Meg. One day when she cried so very hard over the approaching death of her father—he had been sentenced by that time to die—he said to her: "Don't you see, my pet, what a great favor the king bestows upon me? I know exactly the day and even the hour when I am to die. Other men are not so fortunate, and death comes upon them when they do not expect it. I can make immediate preparation for it; don't you see?" And so he would comfort himself and her.

And He Dies Laughing

When the day finally arrived on which he was to be led out to death, he dressed up

in his very best clothes. He joked on the way to the scaffold, told the executioner as he was about to help More up the rickety ladder that led to the block: "Thank you, Sir, for helping me up; I shall manage my coming down very well by myself." He had grown a long beard in prison, and he had already laid his head in the groove of the block, when he raised it again and motioned to the executioner: "Just a moment; I must withdraw this beard. It must not be cut; it has not been guilty of treason."

And thus died the saintly nobleman, St. Thomas More, a man who had the courage of his convictions. In our own lives we, too, have our own false Henry VIII's and possibly an occasional scheming, conscienceless Anne Boleyn. Thomas More has shown that it can be done; a man can stand against such temptation. But, of course, he began standing against such things when he was smaller and they were, too; and thus he gained the strength to overcome them as he grew larger and they did, too. But he will certainly help us and make up for some of the weakness we may have let grow on us thus far—if we want such help and ask him for it.

Standards in Transcription

Sister M. Coleta, O.P.

I. Pretranscription training by the shorthand teacher: Bring to the attention of the student frequently misspelled words and points of English whenever the opportunity presents itself.

Pretranscription training by the typewriting teacher: Give the student training in proofreading for typographical errors; bring to the attention of the student errors that can be avoided if one is watchful; stress the importance of correct syllabication for all words.

II. Have students transcribe practiced matter from printed shorthand places. Emphasize the arrangement, spelling, punctuation, etc. (Two weeks' drill is usually required.) *Teaching Your Fingers to Spell and 20,000 Words*, published by the Gregg Publishing Company, are excellent to get these points across to the student.

In transcribing, students should read a little ahead of the word being transcribed, but should not read the complete letter before starting to transcribe.

III. Have students transcribe practiced matter dictated to them slowly from their own notes. Allow plenty of time and emphasize the importance of a perfect transcript.

IV. Before dictating new matter, the teacher should rapidly place on the blackboard in shorthand a preview of the outline that she knows by experience may present some difficulty to the class. This should always be done, except when giving tests for periodic grades.

V. After a reasonable state of perfection is reached, new material should be dictated and, in addition to correct form, etc., the speed of transcription should be emphasized. Students should be told and shown the advantages of working systematically. The pupil

should be taught a routine of working. Errors should be checked in pencil and erasing postponed until later in the year.

VI. Too much time should not be taken in discussing points of English during class periods. Important points, however, must be brought to the attention of the class, but complete discussions should be taken up individually as the student requires it. Too much time should not be used in the checking of transcripts. One or two letters at random each day should be sufficient.

VII. Teachers should stress the importance of a verbatim transcript of the dictation, properly set up on the page, properly spelled, punctuated, and paragraphed. Teachers should accept only mailable transcripts and letters.

VIII. Speed of transcription should be emphasized in all further assignments. Transcription rates may be raised by having students take timed tests on the transcription speed project published each month in the Gregg Writer.

Set a definite goal for each student to reach during the month. After practicing the transcription speed tests, students will be able to transcribe these tests at their typing rates.

IX. Use letterhead paper. Letterhead pads can be obtained from publishers of commercial texts.

X. Use letter placement scales in the early transcription training.

XI. Use the same form of letter for three or four weeks and then change to another style.

XII. Give students sufficient training in the use of envelopes and carbon.

XIII. Give shorthand preview for all new-matter dictation, unless the dictation is for grading purposes.

XIV. Students should read just a little ahead of what they are typing.

XV. Have the English department discuss certain letters that were used in transcription. Many English teachers will be glad to have this opportunity to motivate their own work.

XVI. Put on the blackboard a cumulative list of words misspelled. "Seeing is believing."

XVII. Set up definite objective standards, expressed in words per minute for each six-week period, *definite* standards for reading

from the printed shorthand plates, *definite* standards in reading back notes taken in dictation, *definite* goals for the Gregg tests published in the Gregg News Letter, and, *definite* typewritten transcription rates.

XVIII. Create and maintain interest at all times.

Editor's Note: Placement scales were given in an earlier issue of THE CATHOLIC SCHOOL JOURNAL. See the author's article on page 65 of the February, 1941, issue.

Visual Aids to Latin and Greek

Sister M. Bede, O.S.B.

Within the past decade the teachers of the classics have discovered the singular importance of visual aids in their teaching of both Latin and Greek. The attractive new texts, highly illustrated, the accessibility of equipment, and the gracious assistance of the Classical Service Bureau have contributed largely to new inspiration and have given an incentive to many teachers to enliven their courses by means of pictures, charts, outlines, and other devices.

To acquire this illustrative material is generally considered an essential part of the teacher's duty. Accordingly, during the summer months many classical teachers have spent their vacations in Rome or Athens drawing inspiration from the places associated with literature and history; others have pursued courses at the university in the study of the monuments of Greek and Roman life. All collect pictures, coins, old lamps, pieces of marble, and other valuable aids for visualizing their work.

The feasibility of this effort and the value to both teacher and pupil cannot be overestimated. Students are reacting to this means of culture placed before them and are profiting by the enthusiasm of their teachers. And yet, the teacher, no doubt, often feels that the projects she plans and assigns intrude on the time allotted for the study of the content or for drill on paradigms, and, in consequence, she has to eliminate the greater part of the work in the textbook and often she curtails the amount of translation.

Plan Your Exhibits

In many cases this difficulty can be obviated by devoting a few minutes at the beginning of the period to some illustrative material that would be especially stimulating to the class and at the same time meet the desired objective. As soon as the class enters the room, the teacher, instead of beginning the lesson immediately, might direct the attention of the students to material that she herself has provided or to something contributed by the students.

This material may be newspaper clippings, a notice on the bulletin board, a pamphlet on the table, a demonstration on the board, or a curio on the desk.

The teacher opens the class period by directing the attention of the students to the material at hand. She asks a few pointed questions and lets her pupils make a contribution. Then briefly she supplements the information.

Let us say that the teacher has an old

Roman coin on which is the image of Trajan. She asks the members of her class if they know who Trajan was and what metal was used in the making of coins. Some of the pupils may possibly remember that Trajan carried on a successful campaign against the Dacians and that his commemorative column still stands in Rome today. The teacher will add to the interest by showing a picture of the column and by telling an interesting incident in the emperor's life. She will also pass the coin to the members of the class allowing them sufficient time to translate the Latin on the coin and to observe the metal.

At another time the teacher may have a rare edition of some Latin or Greek author which she will permit her pupils to examine. On this occasion the teacher will make use of the opportunity to discuss the origin of book-making; or the library at Alexandria or its rival at Pergamum. At still another time she may bring to class an old Roman lamp or a piece of limestone she carried home from the House of Vestals or possibly a chip of Pentelic from the Parthenon. This material she will find especially valuable because of the interest aroused in the students who are delighted to come in direct contact with things about which they have studied.

In these few minutes that the teacher and pupils are looking at, appreciating, and admiring an object of common interest the teacher is winning the confidence of her class and placing them in a state of mind that will be to her and their advantage for the rest of the class period.

By using foresight and thoughtful planning a teacher will be able in the course of a semester to acquaint her classes with the framed pictures hanging on the wall, with rare books, authors, pictures of buildings and statues, and with any collections she may possess or to which she may have access.

Learn by Observation

At the same time that the teacher is using these visual aids to get the interest of her class, she may have a few fundamental objectives underlying the projects. Let us take as an example a study of the Parthenon or the Colosseum. In the few minutes that the teacher is devoting to the name, the size, the architectural design, and the proportions of the building, she will be arousing not only momentarily the enthusiasm of the students for Greek columns and arches but she will be suggesting to them a comparative study of the classical in local buildings. Again, the teacher may desire to call the attention of her class

to Greek borders so often used in decorating the interior of Government buildings and Romanesque churches. At the beginning of the period she has on display such examples of borders as the dentil, the egg and dart, the bead, and the acanthus.

At another time she may have as her objective to direct the students' observation to the statues in the city park, the library, or some place in the school buildings. On this occasion she will place on display pictures representing the Olympian household with Zeus and Hera at the head of a family which includes the helmeted Athena, the flying Hermes, Diana accoutered for the chase, the home-loving Ceres, and others. By requiring written reports on this subject matter to be handed in later by the pupils, the teacher will be surprised to learn that in the very few moments spent at the beginning of the period the students obtained accurate and vivid images of the deities and their corresponding prerogatives.

Correlate With Assignment

A display, if it shows correlation, is especially valuable if kept before the students for a week or two at a time. Let us suppose that the teacher is teaching a class in Greek grammar but she wishes to introduce her students to the age of Pericles. She places on display a picture of Pericles, the plays of Sophocles, a model of the Parthenon, a map of the city of Athens, and pictures illustrating its monuments. On one day at the beginning of the period, the teacher will point out the places of interest in the city and will ask each one on the next day to be ready to identify the monuments; at another period she requires from each student one incident in the life of Pericles, on another a play of Sophocles is discussed. She will probably devote one such discussion to the Areopagus, another to the Erechtheum, and still another to the theater of Dionysos. By the end of the week or two the class will have had the opportunity to see the outstanding features of the period. The same may be done with the Augustan age or the first century of the Roman Empire without upsetting the routine of the class.

A choice selection of colored pictures placed on a display rack is valuable at any time, but, if the teacher makes a few remarks as to their particular significance, it has an attraction for the students who like to browse around before and after class. These pictures may depict monasteries in Greece, street life in Naples, or any unit connected with ancient Greece or Rome.

Pupils' Reports

For variety, individuals might be asked to give reports on a picture or engraving of their choice in the school building and state their reasons for their particular attraction to it. In many cases the reasons they give will not be clearly defined, but the exercise in observation will lead them to a deeper appreciation of beauty. Some of the most animated reports are those on studies of statues such as the Diana of Versailles, Demosthenes, the bust of Homer, and others of similar value. By handling pictures or miniature copies of these statues the students learn much about ancient dress—details such as sandals, and the arrangement of hair.

Frequently the teacher will give the class a

pleasant surprise by explaining the origin of such expressions as *O.K.*, or such words as *Epiphany* and *Cave Canem*. Or she may give her students practical information which will satisfy their curiosity when she explains the use of the Greek letters *chi* and *rho*, *alpha* and *omega* and *IHS* so frequently used in church decorations and in missals.

It is not intended that these few minutes will supplant the valuable excursion to the art gallery or the two or three periods each semester devoted to lantern slides or films illustrating the historical and literary associations in Greece and Rome. The first few minutes of each period, however, are of primary significance for one very important reason; namely, the psychological effect. As a general rule students react readily to the ancient and traditional. They become even more appreciative when they learn why they should be.

This then is the teacher's opportunity to find a common ground on which to meet the pupils and with a common understanding approach the more difficult work either in drill or translation. Frequently after an interesting discussion on some beautiful work of art, the students, whose minds are elevated to the aesthetic, will accept in the same mood the theory.

A teacher who uses this method will find that the material she is presenting is serving the same purpose that an anecdote would, let us say, for the English teacher, to put the class in good humor. A teacher of the classics, however, would soon find her store of jokes exhausted, especially were she limited to

Caesar or Cicero. And yet, for exciting interest she must not despise the humor of the Anthology or anecdotes about Cicero's son-in-law or the more recent humorous stories told of modern travelers, such as the fashionable lady whose limited knowledge of geography caused her to confuse the snow on Grecian mountains with shortening.

Motivation Results

Writers on educational theories consistently maintain that the most effective learning takes place when the image or object accompanies the material presented. This is no doubt true, but it is not always possible or convenient in the teaching of the classics. A teacher of Latin will have no opportunity in her Caesar or Cicero class to introduce information, with which every scholar should be familiar, in connection with the content. Therefore she is often forced to introduce this material at another time. That time, as I have said previously, is best taken in the first few minutes of the class period when in addition to the actual matter taught, interest is stimulated and a favorable atmosphere created for the work assigned in the text.

If the teacher herself is animated, well informed, and interested in the supplementary work presented, she will in many instances hear her students say that they enjoy even writing the conditional clauses or conjugating the subjunctive. She will know, however, that it is not the lesson so much that they enjoy as the atmosphere, in which they are learning it, that makes the work seem easy and enjoyable to them.

The Holy Grail in Literature

Sister M. Therese, O.S.B.

Literature is light, power, beauty. What more illuminating than Dante's masterpiece, more effective for the betterment of human lives than Shakespeare's literary legacy, or more pleasing to those of highly developed aesthetic sense than are the legends of the Holy Grail, sung by the poets of centuries past? The very zenith of sublimity is reached in these stories that grew with the white flowers of pure lives in the crannies of castle walls.

The origin of these legends is obscure, and scholars are not unanimous in their definition of the word *Grail*. The generally accepted meaning is that given it by the Cistercian chronicler, Helinandus, who died about 1230. He mentions a monk who, in 717, had a vision of the cup used by our Lord at the Last Supper and who wrote a Latin book entitled *Gradale*, meaning a dish, *scutella*, wide and somewhat deep, from which costly viands were served, one portion after another, *gradatim*. The medieval Latin word became, in Old French, *Graal*, whence the English "Grail."

According to the old, old story, the Holy Grail was the sacred vessel used by our Lord, when at the Last Supper He instituted the Holy Sacrifice of the Mass, the Blessed Sacrament of the Altar, and the priesthood of the New Law, the last sweet gifts of a heart that

EDITOR'S NOTE. While the emphasis in this magazine is on method and not subject matter, occasionally an article is received on a subject so pertinent to our fundamental purpose that, in spite of the fact it is a subject-matter article, we gladly print it. This is the case with Sister Therese's article. The story of the Holy Grail is obviously pertinent and suggestive.

feared to be forgotten. When on the next day that heart was opened by the lance of Longinus, Joseph of Arimathea caught the precious blood in the same holy cup, which he then took with him to Britain. The legend attributes to him the conversion of the Britons, and as the traditions concerning the evangelization of this country are preserved at Glastonbury, which is associated with Avalon itself, they came to be connected with Arthurian lore.

Classification of Legends

Another legend holds that the Holy Grail is the silver plate on which the Paschal Lamb was served at the last Passover of Christ on

earth. There is still a third, which says that the Holy Grail was brought by a dove from heaven and entrusted to a company of maiden knights who, under Titirel, the first Grail king, guarded it in a castle built for it on Mount Salvat. In this one point, however, all traditions agree, that the happy guardians of the treasure and all who desired even to look upon it had "To lead sweet lives in purest chastity" (Tennyson's *Guinevere*, line 471). One knight broke his vow, whereupon the Holy Grail vanished, and hence arose the quest for the lost object of their love and care. From the beginning, the Grail legend is intimately bound up with that of King Arthur and of Perceval. A chronological classification of Grail legends, however, is an impossibility today, as many stories are lost and others are preserved only in part.

The most important medieval stories of the Holy Grail are divisible into three groups: the Perceval romances, the stories of the early history, and the story of the quest of the Holy Grail. Of the first class, we have from the French *trouvère*, Chretien de Troyes, and his continuators, *Perceval le Galois* or *le Conte del Graal*, consisting of sixty thousand verses, written between 1180 and 1240. This is, supposedly, the oldest Grail romance in existence. The nature of the Holy Grail is not definitely described here, but apparently it is similar to an ostensorium gleaming with jewels. In this receptacle was kept the Sacred Host that was to be given to the father of the Fisher King. This *Perceval* includes also the story of Gawain in which the Grail is not "holy," but is rather a magic talisman which functions only in a material manner.

Significance of *Parzival*

Of greater importance than the poem of Chretien de Troyes, is the epic *Parzival*, written by the Bavarian poet, Wolfram von Eschenbach, about the year 1204. This narrative of 24,810 verses is the most complete, and is virtually the final medieval handling of the two great themes involved in the Grail legend. Wolfram conceives of the Holy Grail as a precious stone of extraordinary purity, on which a consecrated Host, brought down from heaven on every Good Friday, was placed by angels who had remained faithful during Lucifer's rebellion. Again, the Grail becomes a sacred cup, similar in appearance to a ciborium, carried by the spotless Queen Response, accompanied by virgins, who carry a hyacinthine plate, and by a youth with a bloody spear. This account appears to be based on the lives of the saints and on certain apocryphal books of the New Testament, especially the gospel of Nicodemus. Wolfram's epic is a tedious thing to read. Far from pleasing the reader, it puts him to a difficult task.

Two more, the Welsh *Mabinogi* (boys' stories) of Peredur by Wace, known only from manuscripts of the thirteenth century, and the English *Sir Percyvelle* of the fifteenth century, relate the adventures of Perceval, but in them no mention is made of the Grail.

Of the early-history versions, the oldest is the metrical trilogy, *Joseph d'Armathie*, *Merlin*, and the *Perceval* of Robert de Boron, all written before 1214. The first is extant, of the second, 504 verses are preserved, but the third poem is lost. A complete prose version of the three is preserved entire in the so-called Didot manuscript, *La Petite Quete*. The most complete history of the Grail is the

French prose romance, *Le Grand Saint Graal*, written in the first half of the thirteenth century.

The story of the Holy Grail was given definite, scholarly form by Geoffrey of Monmouth, the author of the *History of the Kings of Britain*, written about 1140. A considerable portion of this history is his own invention, and King Arthur as a romantic hero is his creation.

La Queste del Saint Graal, written in Latin and translated into French probably by William Map or Mapes, is the most authentic of Grail romances and the only one in which Galahad, the son of Lancelot of the Lake, is the Grail hero. On this legend Sir Thomas Malory based his *Morte d'Arthur*, published in 1485, and Alfred Lord Tennyson his *Idylls*, written between 1859 and 1885.

Morte d'Arthur

The stories of Malory relate adventures truly wondrous. They tell of knights and ladies and aching hearts, and of brave deeds accompanied with the clang of armor and of castle gates. The spirit of the Grail hovers throughout, like the thought of heaven. His endeavor was to restore the graciousness of the epoch "when knighthood was in flower." He peopled his story with magnanimous heroes, disinterested champions of the helpless, immortal lovers and their loves idealized, all of no era but of all ages, like the forests wherein they forever travel. Through his story, as through that of Wolfram von Eschenbach, giving it warmth and life, pulses the holy faith which inspired his pen.

When Tennyson, the Homer of England, sang his *Idylls*, he failed to make his harp harmonize with the echoes that came to him through the centuries. His account of the quest of the Holy Grail is very beautiful, but as he lacked the light that holy faith gives and is, he sometimes strayed. His *Idylls of the King*, often called "The Epic of Arthur," consists of three parts, *the Coming of Arthur*, *the Round Table*, and *the Passing of Arthur*. *The Round Table* is made up of ten idylls. If epic unity is sought in this collection, one finds it in the never ending warfare of man's higher against his lower self. The dominant character throughout is Arthur, the pure, generous, tender, brave, human-hearted king. A mirror he is, reflecting to us Tennyson's own mind.

Neither Tennyson nor Malory, however, added to the Grail stories. They were the ambassadors extraordinary who revealed to the English-speaking people the beauties of the Grail legend, to which nothing has been accreted since the "thirteenth, greatest of centuries." However, light still streams from the Holy Grail, inspiring great men to works of art—in poetry, music, and painting—some of which are masterpieces and all of which tend to renew interest in the masterpieces of the past.

About the time when Tennyson was writing *Balin and Balan*, chronologically the last of his *Idylls*, Wolfram's *Parzival* inspired the revolutionist of the musical world, Richard Wagner, with his great poetic opera of the same name. Rev. Henry Brenner, O.S.B., of St. Meinrad's Abbey, St. Meinrad, Ind., has written a dramatic recitation, covering the entire opera. Like everything else that Father Henry has written, this work manifests its unassuming author as a poet, musician, and scholar of exceptional ability.

Lohengrin, a romantic opera, another great work of Wagner, is here to delight us because the composer was a lover of Grail stories. Lohengrin is the son of Parsifal, the third Grail king. When in the third act, Lohengrin is forced to reveal who he is in answer to the queries of his wife, all his and her happiness fades, and he, the swan knight, sails away again into the unknown whence he had come.

The Vision of Sir Launfal, by James Russell Lowell, resulted from the poet's love for Tennyson's *Idylls*. Unfortunately the poem lacks unity and Sir Launfal is a dreamer of dreams rather than a doer of deeds. Still, the poem contains much good and beauty, and adds to the angelic virtues the beautiful virtue of brotherly love as necessary in order to find the Holy Grail.

Modern Versions

Love for the Holy Grail and interest in the brave deeds of knights did not die with the nineteenth century. Although the age in which we live is a busy, restless, sadly immoral one, yet we find, especially in monasteries and Catholic seats of learning, lovers of the good, the true, and the beautiful. No wonder, then, that the art and poetry of the twentieth century reflect the beauties of the Holy Grail as the highest mountain peaks do the gold and crimson of the remote west at day's decline.

Published by the Syrian firm, the Kou-chakji Freres, in New York, the two-volume work of Dr. Gustavus A. Eisen, *The Great Chalice of Antioch*, gave a great deal of publicity to a chalice unearthed at Antioch within the past decade. Professor Arthur Bernard Cook of Queen's College, Cambridge, and Josef Strzygowski, noted professor of archeology at the University of Vienna, whose statement occurs in the 1924 *Jahrbuch der Asia-tischen Kunst*, corroborate the first-century origin of this chalice, described in *Columbia*

(March, 1925) as follows: "The chalice consists of two parts: an outer shell of elaborate workmanship, hammered out of a sheet of silver and carved with all the technique of classical art. It is a first-century product and serves as a holder for the inner cup, which is older and crudely finished. The latter was evidently a sacred eucharistic relic in Apostolic days. Naturally the chalice has suffered considerably from its burial in the earth for about 1500 years. The actual height of the chalice is 7.56 inches."

Immortality of Appeal

Although medieval in spirit, the legend of the Holy Grail belongs to all ages wherein men have lived and sinned and suffered. Rich in symbolism, it is especially dear to hearts with a Catholic instinct, for to such it symbolizes the Blessed Sacrament, and the quest for the Grail the struggle required to preserve purity of heart, the only requisite for the worthy reception of Holy Communion. Galahad, the personification of that perfect purity which has never yielded to temptation, is typical of the priests of God, who like angels incarnate guard the Eternal Beauty, which the purest of the knights could not look upon and live. He of whom Tennyson wrote: "My strength is as the strength of ten, because my heart is pure," was, nevertheless, too weak to endure the sight of the Holy Grail, for which he had striven with a fortitude and a sinlessness hitherto unknown in Arthur's court.

Tennyson concludes his "Holy Grail" with these words, spoken by Perceval: "So spoke the King: I knew not all he meant." Keeping the idea that the Grail is the chalice rather than that which the chalice contains, Rev. Arthur Barry O'Neill, C.S.C., of happy memory, would have told him all that is meant by the Grail story thus:

Who daily seeks the white Communion rail,
His heart becomes in truth a holy Grail.

Geography by Rail

Sister M. Noreen, O.S.F.

Many students find geography a very dry and dull subject, a subject where states and capitals must be memorized with rivers and boundaries. The products of the soil and the factories must be grouped in their respective section of the country. It is an important subject and our students must study it whether they find it interesting or not. It is the duty of the teacher to make study as pleasant as possible and the geography class is one of her best opportunities. One of the means we found to make geography interesting was the study of the railway. When studying Chicago, the pupils note that this city is a great railroad center, the greatest in the world. A map of the United States showing the railroad lines is studied. Questions may be asked by the teacher as to where the lines are the thickest, and where they are the fewest, and reasons for these facts should then be given. I found that it was profitable to make the following lesson a sort of symposium, having each student find the answer to one or more of the points in the quiz submitted. They began their work with enthusiasm. Many points of interest were brought

out by the students in matter not given in the lesson. My geography problem had been settled for sometime. The students made imaginary trips and did a great deal of research so as to make the accounts of their trips sound true.

Underline the Correct Word or Group of Words:

1. Steam locomotives were first used in England . . . United States . . . Canada.
2. Steam engines were first introduced into America in 1776 . . . 1830 . . . 1865.
3. The Indians gave the locomotive the name of Wild Horse . . . Iron Horse . . . Winged Horse.
4. The name of the first railroad constructed across the western part of our nation was Pennsylvania . . . New York Central . . . Union Pacific.
5. William Cody is commonly known by the name of Robin Hood . . . Buffalo Bill . . . The Lone Ranger.
6. Cody and his men helped the men in building the railroads by fighting the Indians . . . carrying water . . . bringing buffalo meat.



Driving the Golden Spike which Completed the Union Pacific Railway.

— Photo, courtesy of the Union Pacific Railroad Co.

7. Mail had been carried to the frontier town previous to the railroad by the Committee of Correspondence . . . pony express . . . airplanes.

8. The war which hindered the building of railroads was the French and Indian War . . . the Revolutionary War . . . the Civil War.

9. The American city, located many miles from the mainland, and connected by rail to the continent is Key West, Florida . . . Peru, South America . . . Chicago, Illinois.

10. Sleeping cars are manufactured in New York . . . Chicago . . . Pullman, Illinois.

Fill in the Blanks With the Correct Answer or Answers:

1. The cities to enjoy railway facilities were five in number. Massachusetts had two . . . and . . . Maryland had one . . . and New York had two . . . and . . .

2. The names of three early railway lines were . . . and . . . and . . .

3. Three important railway lines which serve the East are . . . and . . . and . . .

4. Three important railway lines which serve the north central states are . . . and . . . and . . .

5. Two important railways which operate in the south central states are . . . and . . .

6. Three important railway systems which serve the West and Northwest are . . . and . . . and . . .

7. Two important railway systems which

serve the Southwest are . . . and . . .

8. Five cities which are important railway centers in the United States are . . . and . . . and . . . and . . . and . . .

9. Give the solution to the problems each has presented to the railroads:

Deserts (lack of water)
Mountains (passes and possible grades)
Rivers (swift and wide streams)

10. Contrast the early trains with the modern trains.

Early trains

Speed: 15 m.p.h.
Safety: no devices
Comforts: just a ride

11. Give the kind of car each requires on the modern train

Fresh meat Huge blocks and stones
Gasoline and oils Lead pipes
Coal
Vegetables

12. The commodities expected to be carried from the following places are as follows:
Louisiana to New York
and

Ashtabula (Ohio) to Cleveland
Detroit to Oklahoma City

13. Estimate the cost of an adult fare from your station to New York City, Chicago, New Orleans.

Fill the blanks before the statements with a word or words from the following list.

switch
brakeman
cowcatcher

tender
caboose
standard gauge track

frog
throttle

narrow gauge

center cogwheel on third track

The steel guard on the locomotive which removes objects from the train's track

The vehicle in the rear of the locomotive containing the supply of coal and water

The section of track where the rails diverge to form double tracks

The instrument in the engineer's cab by which the speed of the train is controlled

The trainmen's car, usually the end of the freight train

A member of the train crew whose duties include attending the car's brake

A movable rail used for transferring (switching) a train from one track to another

Tracks 4 ft. 8½ in. apart

Makes it possible for locomotives to push trains up mountain peaks. Speed is sacrificed in favor of power.

Any track narrower than 4 ft. 8½ in.

Key to Quiz

- | | |
|------------------|--------------------------|
| 1. England | 6. Bringing buffalo meat |
| 2. 1830 | 7. Pony express |
| 3. Iron Horse | 8. The Civil War |
| 4. Union Pacific | 9. Key West, Florida |
| 5. Buffalo Bill | 10. Pullman, Illinois |

Filling the Blanks With the Correct Words

1. Boston and Quincy
Baltimore

- Albany and Schenectady
2. Baltimore and Ohio
South Carolina
New York Central
3. Baltimore and Ohio
Pennsylvania
New York Central
4. Burlington, Milwaukee, and Rock Island
5. Louisville and Nashville
6. Union Pacific, Great Northern, and Northern Pacific
7. Santa Fe and Southern Pacific
8. New York City, Philadelphia, Chicago, St. Paul, and St. Louis
9. Reservoirs were built.
Tunnels and deep cuts made.
Bridges were made to span them.
10. 100 miles per hour. Air brakes, signal blocks,

etc. Dining and sleeping facilities, air conditioning, chairs, etc.

11. Refrigerator car. Cylindrical steel tank. Open car and dumper. Refrigerator car. Flat car. Flat car.
12. Fruit, vegetables, and sugar. Pig iron. Automobiles.
13. Use scale of miles given in geographies. Multiply this by the regular rate per mile. Add reasonable amount for meals.

Last List of Blanks

- | | |
|---------------|-----------------------------------|
| 1. cowcatcher | 7. switch |
| 2. tender | 8. standard gauge |
| 3. frog | 9. center cogwheel on third track |
| 4. throttle | 10. narrow gauge |
| 5. caboose | |
| 6. brakeman | |

A Message from the Queen

A Sister of St. Joseph

A one-act play, suitable for classroom presentation, intended as a summary project following a study of the Holy Eucharist, but may be used at any time in the religion class or for an auditorium assembly.

SCENE: Living room of Wright family. Usual parlor furniture may be used, but all that is strictly necessary is comfortable chair with one or two cushions and a footstool.

TIME: Any Saturday evening, early.

CHARACTERS: Paul Wright, modern American boy of 13; his mother and father; Lucas, his guardian angel; two angels, messengers from our Lady; the voice of Satan. If desired, the angels might wear white cassocks, surplices.

[As scene opens, Paul is looking over the books on the table. He selects one and, followed by his guardian angel, settles himself to read. Enter mother and father, left. As they speak to him, Paul rises.]

MR. W: Paul, your mother and I are going over to Confession. Want to come along?

PAUL: I guess not, Dad.

MRS. W [anxiously]: Aren't you going to Communion again tomorrow, Son?

PAUL [indifferently]: Oh, I don't know, Mom.

MR. W: Well, we may drop over at Grandma's awhile, Son, so don't wait for us. You can read awhile if you want, but get to bed in an hour or so.

PAUL: Okeh, Dad, I think I can finish this book in an hour. Good-by!

MRS. W: Good-by, and don't forget what we said about staying up. [Exit both.]

[Paul resumes reading. After awhile, he stretches and looks up.]

PAUL: I wonder why reading always makes me so sleepy!

[Tries to continue reading, but gradually drops off to sleep. The book drops out of his hand. Lucas picks it up, arranges his feet on the footstool, and adjusts his head comfortably. He then takes his position back of the boy. After a few minutes two angels appear at left entrance. Lucas nods at them and advances to meet them as they enter. They stay near left entrance.]

LUCAS: Hail, friends! How good it seems to see you again!

ANGEL 1: We have come by order of our

Queen on an errand of special importance. Our Lady is worried about your charge, Lucas!

LUCAS: My charge! Paul?

ANGEL 2: Yes. You see, Lucas, Paul has been getting careless lately about Holy Communion. In fact, it's almost a month since his last Communion.

LUCAS: Yes, indeed that's true! I've been reminding him often enough, but it doesn't seem to do any good.

ANGEL 1: Do you know of any good reason, Lucas, why Paul isn't receiving Holy Communion oftener?

LUCAS: I know of no good reason, Raphael. Paul has been fairly good. He has been playing with good friends. The other day when we went to the movie, part of the picture wasn't very decent. I whispered to Paul, "Maybe we'd better go, Paul!" and I was happy to see him jump up, get out into the aisle and start out! He went so fast that I was all out of breath by the time we got to the outside door! No, Paul has been trying to be good.

ANGEL 2: Well, then, Lucas, how do you explain his carelessness about Communion?

LUCAS: Well, I think Paul just doesn't realize what he's missing. He likes a good, hot breakfast early in the morning and hates to fast. Then, too, I'm afraid he's one of those foolish people who think Holy Communion once a month is often enough! Imagine telling our Lord He can't visit you but once a month when He comes and knocks patiently every day!

ANGEL 2: I'd think it grand if I could receive Holy Communion only once! Wouldn't you, Raphael?

ANGEL 1: I should say I would! If only angels could receive Holy Communion!

LUCAS: Say, I have an idea! Since you've been sent to help me out in this problem, I take it for granted that you'll be willing to help me do something to help change Paul's mind about a few things. Is that right?

ANGEL 1: Perfectly right!

LUCAS: Well, then, here's my idea. Now, while Paul's asleep . . . [voices drift off into whispers, the other angels speaking enthusiastically and nodding agreement to the suggestions of Lucas. After a few minutes the

three go toward the sleeping boy. As they near him, he stirs and mumbles in his sleep.]

PAUL: No, Dad, I want my breakfast this morning.

LUCAS: The same old story, Paul! You want your breakfast more than you want Christ, and meanwhile your love for Him is growing colder and colder!

VOICE OF SATAN [from behind curtain or large piece of furniture, back right. If costumed might show head for a second, but inadvisable to show whole person. Speaks smoothly, coaxingly]: Now, Paul, that's not true! You don't have to go to Communion so often. Once a month is plenty, once in two months better still! [Chuckles in a low, "devilish" tone.] You don't want to be a sissy, do you, Paul?

ANGEL 1: Sissy! [Disgustingly.] It's those who don't go to Communion often who become soft! Holy Communion strengthens a boy, makes him tough spiritually and ready to face any danger without fear! A boy who loves Christ in the Holy Eucharist isn't even afraid of your devilish power, Satan!

ANGEL 2: That's just your trouble, Paul. You've been listening to this voice quite too often lately, especially on Sunday morning!

SATAN: Now, Paul, my boy, don't forget that you're not very strong, not well enough to fast! You might injure your health, faint in church, or get sick!

LUCAS: Some more of your silly lies, Satan! Any boy who can eat ten pancakes, two dishes of cereal, and four pieces of toast for one meal isn't likely to be weak enough to mind fasting a little longer once in a while!

ANGEL 1: As for fainting in church, there's very little chance of that happening to a healthy boy of 13!

SATAN [beginning to show anger]: Communion does you no good anyway! Look how you come right out and start getting into trouble all over! What's the use of going to Communion anyway?

ANGEL 2: Plenty of use! Just the fact that you find it so easy to go back to little wrongdoings proves how much you need Christ in Holy Communion, Paul. Our Lord doesn't expect you to become a saint all at once! If you go to Communion often and keep on trying hard to do right, that's all He expects of you. You'll find out that you won't have much trouble fighting any kind of trouble, even mortal sin, if you receive Communion often!

SATAN: Mortal sin! That's it! [Chuckles gleefully and speaks slowly with solemnity.] Are you sure you're not in mortal sin now, Paul? [Chuckles in triumph.]

LUCAS [annoyed at Satan's tactics]: Of course you're not, Paul. You can't commit mortal sin without wanting to and knowing you're doing it ahead of time. You've been fighting temptations bravely, Paul, and I know you haven't consented even once to serious sin! I certainly wish that lying rascal would get out of here!

ANGEL 2: Maybe you think one Holy Communion more or less doesn't mean much, Paul, but you'll be sorry on your deathbed that you missed the chance to receive even one Holy Communion!

ANGEL 1: Paul, you disappoint our Divine Lord very much every time you miss Holy Communion when you could go so easily. When you come into the church, our Lord looks out from His home on the altar and is happy to see you. But when you stay in your

seat at Holy Communion time, when many others get up to receive Him, He is disappointed. Isn't that so, Lucas?

LUCAS: Many is the time, Raphael, when I've turned away and not looked into His eyes when my charge, Paul, refused to listen to my suggestion to go to Holy Communion! I couldn't stand the sorrow and disappointment I saw there!

SATAN: Nonsense! Tommyrot! You can do all that when you're older, Paul! Now while you're young, sleep in a long time, enjoy yourself! Don't worry too much about religion and stuff like that!

LUCAS [now thoroughly annoyed]: Don't you think it's about time we got rid of that lying schemer? [As he speaks, turns toward angels.]

ANGEL 1: To be sure it is!

ANGEL 2: Let's use the quickest and surest way! [All three reverently make the Sign of the Cross, saying the words aloud. As they finish, a cry of pain and terror comes from Satan.]

SATAN: Don't! Don't! Stop that! I'm going! Don't say those words again! I tell you I'm going! But [slowly and deliberately] I'm coming back! I'm coming back! [Snarls as he leaves.]

LUCAS: He couldn't stand that! [Angels laugh.]

ANGEL 2 [steps up to Paul]: We bring a message to you, Paul, from your Mother in heaven. Will you read it, Raphael?

ANGEL 1 [reads from scroll]:

"My dear son, Paul:

Greetings to you and to your faithful guardian, Lucas!

I send these two trusted messengers to you, Paul, to tell you something important. You have been asking me often to help you to be good. Every night since your First Holy Communion you have said three Hail Mary's to me to ask me to help you to keep that great treasure you have in your heart, purity. You often kneel before my altar to ask me to help you in other ways, and you know, son, that I never refuse you. But here is the great difficulty. When I ask my Divine Son for these favors for you, He answers, 'You know, Mother, I never could refuse you the slightest request, but your son, Paul Wright, will have to do more than pray for help to be good. He will have to get out and get it in Holy Communion. But have you noticed, Mother, that he isn't very anxious to receive Me very often lately?'

Now, Paul, will you do something for me, your Mother? Will you go to Holy Communion much more often, at least every Sunday, and even once in a while during the week? You know, Paul, you really have been getting careless, haven't you?

Your Mother, Mary in Heaven"

ANGEL 2: And it's about time you get rid of that rascal from hell, Satan, a little quicker than you have been doing!

ANGEL 1: Now that your work is done, we shall return to our home in heaven.

ANGEL 2: Yes, we shall return, but we shall pray for your charge, Lucas.

LUCAS: Thank you for your help, angel friends, and come back when you're not too busy! I get lonesome many times. Paul is a good boy to watch and doesn't cause me much trouble, but I often wish he would think of me a little more often, and talk to me when we're alone together. Good-by! God be with

you! [Exit angels right. Lucas takes position back of Paul again. Quiet again.]

MR. W [as he and Mrs. W enter right]: Paul must have left the light on for us. Why, look here, Mother! The rascal is asleep on the sofa! Paul, wake up! [Shakes him gently.]

PAUL [answers without opening eyes]: Time to get up already? [Turns over.] I feel so tired! Dad, do I have to go to school today? [Mr. W laughs as he leaves right.]

MRS. W: Paul, wake up! It's only 11 o'clock!

PAUL [sits up suddenly]: Eleven o'clock! [Jumps up.] Have I missed the whole morning?

MRS. W: No, Son, it's only 11 o'clock at night! Did you read that evening?

PAUL: No, Mom, honest I didn't! I just read a line or two and then I must have fallen asleep! [Rubs eyes.] And oh, Mom, what a dream I had! It seemed so real I can't believe it was only a dream! I'll tell you all about it in the morning. Perhaps if I go right to bed, it might all come back again. Say, Mom, will you be sure to call me early for Mass? I want to be sure to go to Holy Communion tomorrow.

MRS. W: Why certainly, Son! I'll be sure to call you, but I didn't think you wanted to go to Communion tomorrow!

PAUL: But I've changed my mind now,

Mother. Now I'm positive I want to go, and I'll want to go every Sunday from now on, not missing one! Mom, be sure not to cook any bacon too early in the morning, at least not until I get out! I don't want to give that old rascal a chance again. [Starts out, changes mind, comes back again.] Mom, I've had a good friend all along that I didn't think much about before! [Mother looks puzzled.] Mom [stops speaking long enough to listen to Lucas, who is whispering something in his ear], do you think I could manage to get out for Mass and Holy Communion once in a while during the week, say on Tuesdays and Thursdays?

MRS. W: I don't see why you couldn't, if you'd only get up when I call you.

PAUL: You needn't worry about that any more, Mother. And say, Mom, just one more thing! No more Communion once a month for this little piker! Good night, Mom!

MRS. W: Good night, Son. And don't forget your night prayers, even if you have slept half the night already! [Exit Paul left.] What did he mean; he wasn't going to give that old rascal a chance in the morning? [Shakes head in puzzled way.] Boys are surely strange creatures. I wonder what he could have dreamed? Well, I suppose tomorrow will tell the tale. [Turns lights off, exit left.]

Catholics in History: A Panel Discussion*

Sister M. Azeveda, S.N.D.

CHAIRMAN:

This is our first attempt in conducting a panel discussion. In a panel discussion no speeches are made, no one rises or formally addresses the chair, a free-for-all discussion takes place among the members of the panel, exactly as though no audience were present. Yet the audience may interrupt with comments, arguments, or questions, but not with long speeches. The following children will take part in the panel discussion: Jack Wurzel, Robert Moyer, Donald Hawk, Richard Frederick, Gerald Toepe, Jack Ochs, Emma Voght, Joan Miesle, Norma Wolf.

The topic of our discussion is: "The Historical Achievements of Catholics." This panel discussion is really a follow-up of our history assignment. We had preliminary conferences in which we became more acquainted with our subject. There are very many interesting and worth-while phases that could be discussed on the various discoveries, the explorations, and the settlements of our country by Catholics, but a few will be enough for our first attempt. (Pause)

Catholicity and America are so closely united, that no matter where you turn the pages of American history you meet everywhere with the names of Catholics. I spoke to a Catholic lady sometime ago about the many wonderful things Catholics have done in the past. She said that she remembers about Pilgrims, William Penn, and John Smith, but she couldn't recall what Catholics

had done during the period of discovery, exploration, and settlement.

JACK: Marjorie, about how old is this lady to whom you spoke?

CHAIRMAN: I should judge about 55.

JACK: That's about 40 years ago since she went to school. My father said schools were so different at that time. They didn't teach much history. They taught only the three "R's"; reading, 'riting, and 'rithmetic, and very little history.

ROBERT: Besides, early histories were written by Englishmen. They naturally bragged up their side of the story and since Catholics wouldn't believe as the King of England wanted them to believe, the historians didn't give the Catholics credit for their discoveries and explorations.

DONALD: I think we are fortunate to have a history in our school which was written by a Catholic, Father Furlong. He gives the Catholics credit for what they have done and we should be proud of their achievements.

RICHARD: Even if that lady, of whom Marjorie spoke, didn't learn in school about the things Catholics have accomplished, I think she is not excused from being ignorant of these facts. There are so many Catholic newspapers and magazines that tell about them, that there seems to be no excuse for her lack of information.

Just last year they celebrated the 500th anniversary of the invention of printing by movable type. Johannes Gutenberg, a Catholic, was the inventor. The first complete book printed on movable type was the Bible. Gutenberg's invention is classed with the greatest events in the history of the world, for printing helps to educate the people.

*This panel discussion was conducted by the seventh grade of St. Joseph's School, Fremont, Ohio. It was presented by the class as a demonstration at a meeting of the Home and School Association.

GERALD: During the first Catholic Book Week which was celebrated last November, I read in the *Catholic Chronicle* that Gutenberg would turn around in his grave if he could see how they are using the press for lying propaganda, bigotry, and for the printing of bad books, newspapers, and magazines.

JACK: Yes, but that isn't Gutenberg's fault. It's the fault of the people who print that sort of trash.

ROBERT: If you have been reading the *Chronicle*, you will know that the bishops, priests, Jews, and non-Catholics are all helping to fight this menace by ridding the newstands of filthy literature. If people didn't buy and read such trash, the dealers would soon run out of business.

CHAIRMAN: This is all very interesting and instructive, and you have discussed it nicely. Gutenberg, as you know, is mentioned on the first page of our history book.

The period of discovery tells of many

courageous Catholic men who have played an important part in the history of our country.

EMMA: One of the first men on the program is Columbus. He discovered the West Indies and later the coast of Central America, thus opening a new continent for settlement to the nations and a new field of labor for the Church.

JOAN: Some people deny that Columbus discovered America. They say Leif Ericson did.

JACK O.: That doesn't make any difference. Leif Ericson was a Scandinavian Catholic.

JACK W.: Scandinavian Catholic—Jack, what sort of Catholic is that?

JACK O.: Pardon me, Jack, I meant a Catholic who lived in Scandinavia. Leif Ericson was the first to reach the northern part of North America about the year 1000, but it was not settled by him. Leif and his com-

panions feared the Indians and so they left the country and sailed back to Europe. Columbus, the Italian Catholic, was backed by the Spanish Catholic King Ferdinand and Queen Isabella.

RICHARD: Why didn't they name the new world after Columbus?

CHAIRMAN: See History, pages 10-11. That will give you the answer.

DONALD: Well, even if they didn't name our country in honor of Columbus, they did make the capital of the state of Ohio, Columbus. Then, too, whenever you hear or read about Washington, D. C., the home of our presidents, you should remember that D. C. stands for District of Columbia, in honor of Columbus.

RICHARD: The discoverer of the Pacific Ocean was Balboa, a Catholic, while Ponce de León, who discovered Florida, was of the same faith. The admiral of the fleet that first sailed around the world, Magellan, and the discoverer of the straits which bear his name was a Catholic.

EMMA: Yes, and in 1497, John Cabot, a Catholic, sailed for the new continent and landed at Labrador. His brother, sometime after, discovered the eastern coast. James Cartier, a prominent French Catholic, made three voyages to the new world, where he discovered the river and the gulf of St. Lawrence; he also founded Montreal. Somewhere between 1519-1540, Cortez and Pizarro, Catholics, conquered Mexico. However, I think they were very cruel to the natives of Mexico.

JACK O.: Much of what has been said about the Spaniards in Mexico has been exaggerated. Those who were under the direction of the Franciscan Fathers led a Christian life. Others acted independently, not caring how cruel they were, just so they could get gold and silver to take back to Europe. But these Spaniards were not blessed by God for their meanness. On their way back to Spain the English pirates stole their treasures from them. Many of the Spanish as well as the English sea rovers were killed. *Crime Never Pays*.

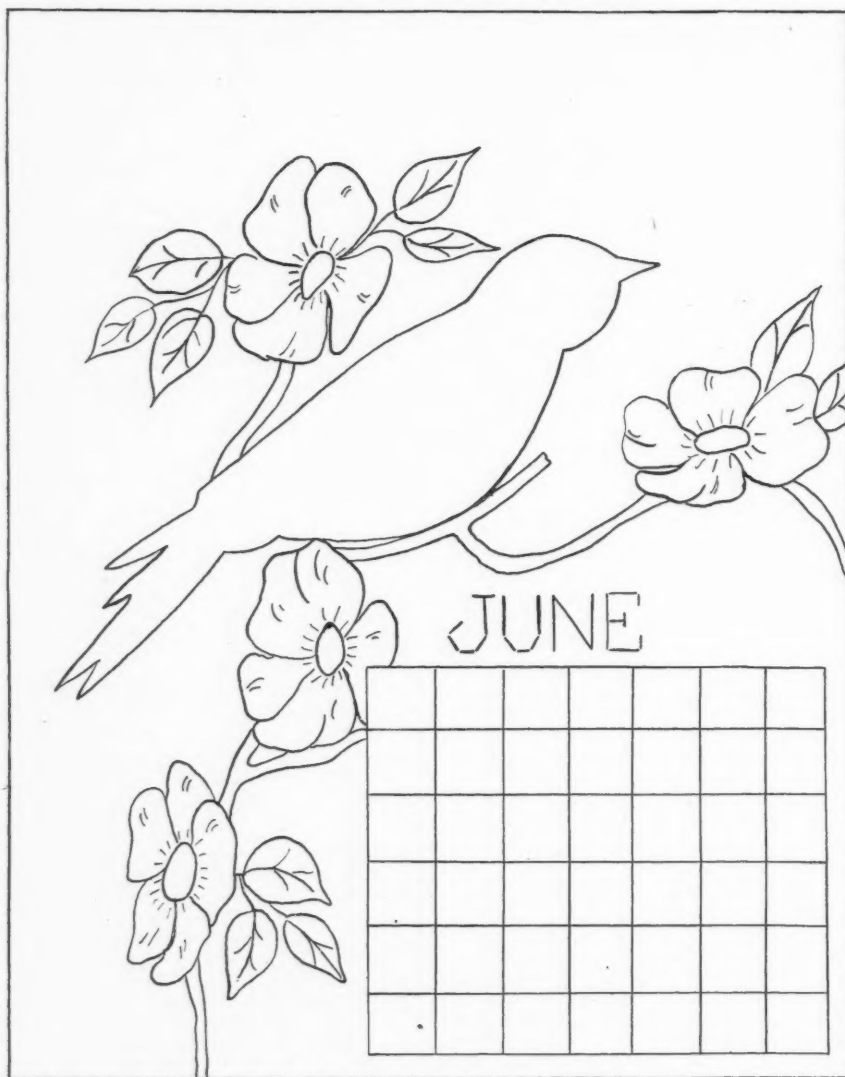
JACK W.: If anyone doubts the part that Catholics played in the settling of America, let him check up on the Catholic names of our rivers, cities, and the like. They read like a litany of the saints. Take the state of Ohio for an example. Examine your *Sohio* road map and you will find saints' names scattered throughout the state. Look along the margin of the map and under the letter "S" the following are listed:

St. Clair	St. Louisville
St. Clairsville	St. Martin
St. Henry	St. Marys
St. John	St. Rose
St. Joseph	

Among the first cities of our nation, Baltimore is named after Lord Baltimore, a Catholic, who settled Maryland. Roger Williams, although not a Catholic, named his settlement in Rhode Island, Providence, which refers to God, because God was with him when he founded this settlement.

GERALD: I think the State of California has the most names of the saints. Listen to these:

Santa Ana	Santa Rose
Santa Barbara	San Bernadino
Santa Clare	San Diego



June Calendar, designed by Sister Annetta Gabriel, C.S.J.
Color wild roses pink or light red with yellow-orange centers; leaves green; branches brown; bird yellow or blue. Letters and numbers of the calendar are to be filled in by the pupils.

Santa Cruz (Holy Cross)	San Fernando
Santa Lucia	San Francisco
Santa Maria	San Joachim Valley
Santa Monica	San José
San Pedro	Port Conception

and Los Angeles, which means "the angels."

NORMA: Yes, and in the southern part of our country you will find:

St. Augustine; St. Petersburg; San Blas; Lake St. Francis; Cape St. George; San Angelo, in Texas; San Antonio, also in Texas; Santa Fe which means Holy Faith.

In the North we have St. Anthony Falls in Minnesota, also St. Paul and St. James, both cities in Minnesota. Then there are the Apostle Islands which are to be found in Lake Superior. You have all heard of the wonderful city of St. Louis in Missouri.

JOAN: Just why are there so many Catholic names scattered throughout our country, especially in the South and in the West?

DONALD: That's due to the fact that the Franciscan Fathers established missions along the southern and western parts of the United States. But the Franciscan Fathers aren't the only priests who did marvelous things for our country. The Lazarist Fathers opened the great territory called the Louisiana Purchase. They helped to settle the city of New Orleans. Then, too, the Dominican Fathers were very active. The Jesuits were in New York, Maryland, and in the South. Father Isaac Jogues and his companions civilized the Indians. They taught them trades, games, and the like. These

men were martyred by the Indians. They were canonized, June 29, 1930, by Pope Pius XI.

NORMA: Where does Father Marquette fit in?

EMMA: In 1673, Father Marquette and Louis Joliet, a fur trader, discovered the great Mississippi River, which is sometimes called "The Father of Waters." There are many monuments erected in honor of Father Marquette. In Milwaukee they named a university after him.

The state of Wisconsin honored Father Marquette by placing a statue of him in the Hall of Fame at Washington, D. C., for the splendid work he did for our country.

It was about this time that Father Hennepin discovered our wonderful Niagara Falls as well as the Falls of St. Anthony, in Minnesota.

CHAIRMAN: Well, so much for a few of the many Catholic priests and laymen who have rendered such service to our country during the period of discovery and exploration. We could speak of many more who fought bravely during the Revolutionary War. For instance, Captain John Barry, who should be called the Father of the American Navy; the five O'Brien Brothers; Lafayette; General Baron de Kalb; Baron Von Steuben; and Kosciuszko, who was the founder of our West Point Military Academy on the Hudson River. Then we have the Generals Pulaski and Rochambeau. Charles Carroll was one of the signers of the Declaration of Independence.

Daniel Carroll and Thomas Fitzsimmons were members of the convention which framed the Constitution of the United States. And, do you know that the daughter of the Catholic Taney, Chief Justice of the United States Supreme Court, married Francis Scott Key, who wrote the "Star Spangled Banner"?

JOAN: Have any of the Catholics done anything worth while during the Civil War?

JACK: Yes, Generals Philip Sheridan, Rosecrans, Beauregard, Meade, and Mulligan did excellent work during the Civil War. We have not studied about them, as yet, but we do expect to study about them in the eighth grade.

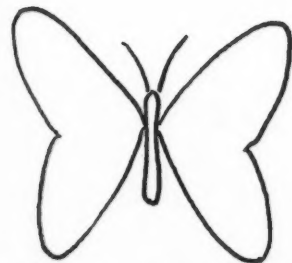
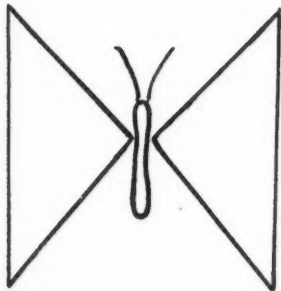
To date, we have had eight Catholics who served as members of a President's Cabinet.

Mr. Frank Walker, a close and personal friend of President Franklin Roosevelt is the fourth Catholic named to serve as a cabinet member under President Roosevelt. He is the first Catholic to succeed another Catholic in a cabinet office. James A. Farley was named Postmaster General by Roosevelt in 1933. He served until 1940. Mr. Farley served in the cabinet longer than any other Catholic.

CHAIRMAN: Any questions from the floor? (Pause)

I am sure you'll agree with me that we Catholics have much to be proud of in regard to the past and present accomplishments of Catholics in the history of the United States.

Let us prove ourselves worthy citizens of America so as to be an honor to God, to the Church, and to our country.



Have you seen Betty Butterfly
Softly floating through the sky?

BETTY BUTTERFLY

Margaret E. Schoeverling

Have you seen her swoop and glide
Through the warm, sweet summertime?

Come, let's see what can be done
With triangles — it's lots of fun.

First draw one and then another,
Pointed one against the other.

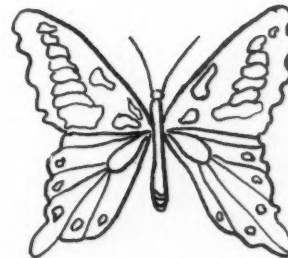
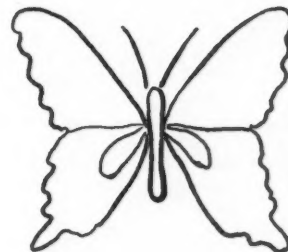
Next a body, long and slim,
Our butterfly will soar and skim.

Now curve the lines and see
How beautiful her wings can be.

Make them pretty as a gown
Of patterned fairy thistledown.

Now a few lines here and there,
See Betty dance in perfumed air.

Colors dainty, clear and bright,
Our Betty is a lovely sight.



You see, it's easy if you try,
To draw sweet Betty Butterfly.

Storytelling in Teaching Religion

Sister Monica Meade, S.S.

Storytelling, an art which is almost as old as the world itself, is becoming increasingly prominent in the teaching of secular subjects to young children, and while it has always been used to a certain extent by Catholic educators when giving religious instruction, few perhaps realize the power a story has to impart knowledge, and to inspire its hearers with high ideals. We can exhort our children to practice virtue, and we can explain what we wish our pupils to learn, but our words are often soon forgotten; whereas a well chosen story can create a love for virtue in the child's heart, and a desire to emulate that virtue as exemplified in the life of the hero of the story.

We have seen groups of restless children change in an instant when the magic word *story* was mentioned. We have seen little faces transfigured as they listened to the story of one of God's saints. We have seen eyes filled with tears as the story of Christ's Passion was told in language suited to childish understanding. Non-Catholic Sunday school teachers use the method of storytelling to impart knowledge very successfully, and one wonders sometimes if the large attendance at non-Catholic Sunday schools is caused by the fact that the children love to go to the classes to hear the stories told.

Once it was our lot to be left in charge of a country school while the teacher was absent for about an hour. The children had the reputation of being unruly—"the toughest bunch in the whole district," someone had remarked—and, to make matters harder, it was getting toward the end of class time on a hot summer afternoon. Restlessness reigned supreme. "Would you like a story, children?" we asked. Immediately some hands went up in response, and the quieter members of the group showed a little interest. We started, and before the story was halfway through one could have heard the proverbial pin drop. Story followed story, and closing time came. "Oh, Sister, let's have one more," the children pleaded, so as a grand finale we told the famous story of the "Pig Brother," a tale that never fails to interest and amuse children little and big. It was a worth-while study to watch the children's faces as they reacted to the adventures of the "untidy little girl." Roars of laughter greeted the remarks of the cat. Anxiety was shown when the little girl at last found her brother in the form of a dirty pig, and genuine relief when the angel finally appears and extricates the little girl from her terrible plight. Unconsciously one little listener stooped down and pulled up a wrinkled stocking, another arranged her hair. "The Pig Brother" had taught a lesson which was remembered by that little group, and it had been taught in the most pleasant way possible.

It has been said of storytelling that it is the only art used and consecrated by our Blessed Lord Himself; for, after all, was not most of His teaching done through the medium of parables—stories which must have entranced His listeners, and brought home to them the great and sublime truths the Saviour wished to teach?

To tell a story well, and to make it do the work we wish it to do, there are certain conditions to be observed. Firstly, choose the best, and do not tell a story unless you personally believe it to be good. Secondly, know your story, go over it several times, visualize it in your own mind. Thirdly, consider the ages, or rather the stage of progress of your audience. Will they be familiar with the things about which you are going to speak? Use short words and short sentences as far as possible, and avoid long introductions and descriptions. Use direct speech whenever you can; and, above all, when you have finished your story, *stop*. Do not try to explain it, or draw a moral. Repetition in storytelling is helpful, and children love rhythm, too. For example, we have the constant use of "three" in the old nursery tales, "The Three Bears," "The Three Little Pigs," etc. The rhythmic lilt of some of these old stories and jingles never fails to appeal.

What shall we try to accomplish by storytelling? A story, above all a religious story, can be told just to impart knowledge; for example, Bible-history stories, stories illustrating and explaining points of doctrine. Thus the facts we wish our children to know are presented to them under the most attractive forms. Then again a good story can cause its listeners to hunger for better things. They live again the life of the hero or heroine; for this reason it is important that the stories we choose should illustrate truth, beauty, and goodness. An amusing story may develop in a child a sense of humor, and help greatly to lessen that nervous tension which is so prevalent among our children today.

Where shall we get our stories? From the New Testament. Any incident in the life of our Blessed Lord well told should create in the heart of the child a deep and lasting love for the Saviour, but here we will sound a note of warning. A story, particularly a story of this type, must be loved first, and it must be told with genuine feeling, otherwise it will fail to accomplish good. We cannot give what we do not possess, and a child readily senses this. But if we love our story, and the hero of that story, then we may safely leave the effect it is going to have to the divine Story-

teller Himself. Stories from the Old Testament well selected and well told will help a child to learn and love the Bible, and excite in him a desire to know more about it. Stories of the early martyrs can instill into a child a love for the faith for which the martyrs died. Stories of the saints should be treated carefully, and so that the child may see in the saint someone like himself who accomplished great things because of his love for God, it might be well to stress the human side of the saint rather than the miraculous. There are many good collections of saints' stories on the market now, such as *Six O'Clock Saints* by Joan Wyndham, which we heartily recommend.

In connection with the teaching of catechism we would suggest *Anecdotes and Examples Illustrating the Catholic Catechism* by Rev. Francis Spirago. These stories can be used as they are, or adapted to suit all purposes. There are many good collections of Catholic stories on the market today such as the *Medal Stories; In God's Country* by Neil Boyton, S.J.; *Angel City* by Father Brennan; *A Child's Garden of Religious Stories* by Matimore, and some of the charming and instructive stories published in pamphlet form by the Queen's Work Press.

Stories from history and literature can accomplish much good, and may be used to advantage in connection with teaching of religion. The story of Sir Galahad, who had the strength of ten because his heart was pure, can become for the young adolescent a wonderful incentive to purity. Lastly, the old-fashioned fairy tales have their place in the repertory of a teacher of religion, for they exemplify virtue in a manner which should not be despised. They have brought their message to countless boys and girls throughout the ages, and happy is the child who has heard that message and learned to love what is told him.

Stories can be found everywhere if we have the eyes to see them, "for there is a story in every breeze, and a picture in every wave." For the teacher of young children we would suggest the keeping of a notebook in which stories, or incidents that can be made into stories, can be jotted down and rearranged for storytelling, for with a good story at your disposal, and the vision and ability to use it, "you hold a gift that a mine of gold could not buy. Something the soul of man to lift from tiresome earth, and to make him see how beautiful common things may be."

Learning to Read the Clock

A Sister of St. Francis

The advantage of this game is to stimulate interest, a real desire "to know it," for there are children who shift the responsibility and console themselves that "someone else will tell me the time, anyway."

Here, the thrill of group, or individual competition brings in the ladders, just as does the joy of athletic games.

The clock dials or "diamonds" must be attractive. It *does* make a big difference with little children if the clock has bright red hands against a shining white face or only drab black ones on an old worn dial. Two

different clock dials are desirable: one should have Arabic figures, and the other Roman numerals. One should have a square-shaped face with modern, simple hands, the other should be old-fashioned, for practice is needed on both sorts. It was both an amusing and an awakening experience for the author of this game to find that differences in clockfaces baffled many of the players, so that they stood hesitant and confused when confronted with a different style clock. A child who could tell time on the one clock found himself puzzled by "this new, strange

thing" when asked to tell time on a desk clock. To meet these emergencies I contrived to make various forms of pasteboard clockfaces which also should be encountered in the practice games.

Preparations

1. Make two attractive pasteboard clock-faces. Red or bright yellow hands are an especial incentive for joy and efficiency.

Especially in the second half of grades one and two, this game is thrilling and brings results.

2. Captains are selected for outstanding ability, and these alternately choose the players for their teams. Each team should have no more than six players.

3. Have a score schedule ready on the blackboard in easy reach of both teams. Nine lines are needed for the nine innings. A vertical line divides the scores of the two teams. Mark the chosen name for each team above its side. Have a piece of chalk ready for each side.

4. The clock dials are placed on the black-board ledge in full view of the class.

5. The teams are lined up in the farther aisles so that no one's view is obstructed. It is best if each child stands edgewise so the view is clear. The captains head their teams, and are in line with the front desks.

The Game or Contest

1. The teacher, seated or standing in the rear center, states a certain time; e.g., half past six (or 6:30).

2. The two leaders immediately advance to their respective clocks and place the hands into position. The one who succeeds first obtains the score. The teacher, acting as umpire, at once names the winner. He marks a "1" on his side of the scoreboard, the loser makes no score. Then each of the two players proceeds to the rear of his line, and the whole team takes one step forward. The second players are now first on each side, and take their turns at the clocks, and the game proceeds as before. The teacher calls off a different time for each pair of players, the winner marks his score, and both go then to the end of their line.

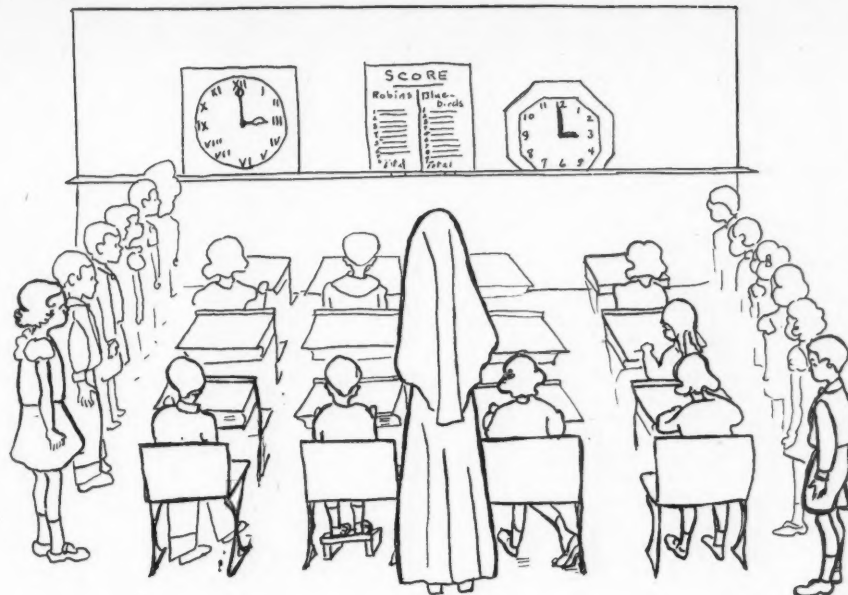
3. When the captains arrive at the first position again, they, at once exchange the clocks. (They love to do it.) In this way both sides have almost equal opportunity to use their favorite clock. If there were only eight innings, the chances would be equal. It is amusing to see the added zest when the favorite clock is used.

An "inning," therefore, represents one "round" of the team. Second inning begins with the captains' arrival, again, at the top and the exchanging of the clocks. The total score is the sum of the inning scores on each side.

As time goes on, and speed and ability increases, the game may, likewise, increase in difficulty. Quarter hours may be used, then, later, time may be told accurately to the minute.

4. *Fouls.* Fouls by which team members lose their places and must be replaced immediately by "best-attention" substitutes from the pupil audience are: (a) failure to stand quietly or erect; (b) whispering; (c) inattention; (d) manifest lack of ability.

Here, of course, the teacher must use tact and discrimination. Even the jealously inclined will not resent fairness in earnest



workers who are lacking in quickness of adaptability. Little lifts, such as: "The long hand is the minute hand," will put a slow one "on his feet." This also promotes sureness in those who are always wavering as to which is which. The slogan ought soon become a reliable tool for those who require it. Other aids that do not violate neutrality may be resorted to as the situation requires. It is best, however, when there is no need for them. The faster and greater accuracy of pupil ability should be aimed at if that is advisable with the personnel of the class.

Added incentives, such as displaying a paper pennant to honor the successful team, or a small wall chart keeping the record of games won, are useful.

Prerequisites for the Clock Game

I. Ability to tell time according to grade level requirements; this includes: (a) knowledge of Arabic figures; (b) knowledge of Roman numerals to 12; (c) afternoon and morning (a.m. and p.m.); (d) direction of movement of hands; (e) difference of speed of hands; (f) location of "goal"—XII; (g) side of clockface for "before" or "to," and "after" or "past."

II. Previous practice. Using one large clockface with movable hands that may be repeatedly handled by the pupils, I first introduce the clockface itself, thus:

TEACHER: Who can run very fast?

JOHNNY: I can beat Fred. We had a race this morning at recess.

TEACHER: How far did you run?

JOHNNY: We ran across the yard and back.

TEACHER: Well, Mary?

MARY: I can beat Sara. We ran around the schoolyard.

TEACHER [holding up a clock dial, or pointing to one]: Here is a fine race track. Have you ever watched the hands [point to them] race? Which one can go faster?

JOHNNY: Oh, the long one goes ever so much faster than the short one. [All of the class should watch a large clock for a while.]

TEACHER: Which one goes very slowly?

SARA: The short one.

TEACHER: Have you a grandpa who can

go very fast? How do most grandpas walk? etc. Well, we will call the short hand "Grandpa." Now, who is the fastest runner in the room? We will call the long one "Johnny." Now who knows where the "goal" is? Let's watch the big clock that ticks, when the whistle blows at noon. [Perhaps someone will say, "When the Angelus Bell rings." That is better.]

In the next arithmetic period: Have them observe how far Grandpa gets while Johnny races all around.

Let one child guide Grandpa, and another Johnny. Each member of the class ought to have an opportunity to guide either one or the other once on the big clock dial—the practice dial.

Make individual desk dials. These can be made on the duplicator. Cut the short hands from red construction paper. Keep them in an envelope to be distributed for class. Cut long hands, to fit the dial, from black construction paper. Keep these in a separate envelope to be distributed.

When the children have their material, the teacher holds up a red hand and tells the children to hold up theirs.

TEACHER: Now, children, since Grandpa is older he will always tell the number. We will have Grandpa point to 12. Now, Johnny likes to be with Grandpa, so we will let him be with Grandpa on goal. Who can tell me what time it is now?

[Perhaps someone will know. Maybe he can tell why the clock tells 12 o'clock, or noon. For first grade, this is called "dinner time." If there is need, and there usually is, the teacher helps the little folk to apply: Grandpa tells the number; Johnny tells how near or how far he is from goal. Give plenty of care and practice to establish the right relations.]

Another way to fix the knowledge acquired, and to advance to more difficult positions of the hands, is to have seatwork with paper and pencil. In order to draw clockfaces quickly and neatly, old milk caps can be used. When they are used to trace around, a dozen clock dials can be made in a jiffy. The milk caps may be collected and kept for many other days' lessons.

New Books of Value to Teachers

Latin America and Hemisphere Solidarity

By James E. Downes, Nathaniel H. Singer, and Donald Becker. Cloth, 247 pp., illustrated. \$1.40. D. C. Heath & Co., Boston, Mass.

The attractive make-up and small size of this book will appeal to any high school student. However, it would not please a well-known authority on Latin America, who in a recent book review said he could not see how anything satisfactory could be written on so inclusive a subject in less than six hundred pages. The maps, charts, glossary, and graphs ought to be a boon to overworked, time-short teachers. The geography of Latin America, in a new type of presentation, with its statement of geographic principles, lightens the teaching burden, also. The chapter on culture, for the very reason that it is well done, presents a difficulty. It is hard to see how men, understanding the culture of Latin America in its backgrounds and development, have failed to see its true place, its relative and comparative values for a program of hemisphere solidarity. The pedagogical aims set down in the preface prepare the student or reader for better and more logical solutions than the main ones stressed in the book. The authors, while they show an acquaintance with the real approaches to hemisphere solidarity, fail to recognize their importance. They put a wholly unwarranted emphasis on the economic and political solutions of all hemisphere problems. When will writers, who admit the Catholic cultural background and tradition of Latin America, begin to realize that no solutions will be accepted by the peoples of these countries unless they bear the stamp of their age-old Catholic principles and standards of value? Set these things right and the economic, commercial, and political problems will be easily solved.

All the wisdom of agrarian and political economists will not effect hemisphere solidarity. Such solidarity, if it connotes anything beyond the ephemeral, points to a new civilization. Civilizations are the products of the ages. They come of reciprocal and mutual understandings, appreciation, sympathy, toleration, cooperation, a generous sharing with and adoption of, a complete fusion of those things which peoples hold dearer than their very life. These authors admit the materialistic and utilitarian outlook of North Americans as opposed to the spiritual ideals and otherworldliness of the Latin Americans. Still, they devote by far the greater part of the book to the economics and politics of the hemisphere situation.

There are statements—not a few—which could not go unchallenged in a fuller review. I should like to direct the readers to such recognized authorities on Spain and Latin America as are accepted by the Latin Americans themselves, and who would improve the list of references. I have in mind Emmanuel T. Sandoval, Francis C. Kelley, Maurice Sheehy, Owen McGuire, Joseph Francis Thorning, Wilfrid Parsons, Bishop O'Hara, Bishop Gannon, J. A. Magner, not to mention a host of South American writers. From these one gets a different conception of the "latifundia," the "poverty, ignorance," etc., of the Indian, the role of Franco who drove despoilers, not Democrats, out of Spain. The day will come when history will blush to have used the fair name of Democracy to cover the outrages of the Communists in Spain, Mexico, and Russia. Franco has his faults, but he will not lose face permanently in the pages of history.

Speaking of the Indian, it would be well for the authors to consider why South America can point to Indians and others of direct Indian descent, who are leaders in every field of culture. What is the record of the North American Indian and his posterity in this respect? Did we North Americans conquer to educate or to annihilate? Why do South American Indians today outnumber the whites, ten to one, while the North American Indian has been almost exterminated?

(The original proportions of these races in North and South America do not fully explain it.) If this is the responsibility of the northern European countries, especially of Great Britain who was the "first European nation to be modernized" as compared with Spain, the "last European nation to emerge from the Dark Ages," then those Dark Ages were not so dark as the day that gave birth to modern Great Britain. Do the authors not know that reputable historians have ceased to use the term "Dark Ages" without a qualifying phrase or quotation marks to protect themselves from merited criticism? I would suggest a reading of *Old and New* by Charles H. Grandgent of Harvard University, pages 92 to 120.

Whatever blame attaches to the Church in colonial Latin America, neither her greatest nor her least fault was her control of the State. The authors ought to know she was pretty much controlled by the State just then—so much so that she retained her daughter, Spain, only at the cost of compromises she is not proud of today.

The greatest errors of the book are compressed into two pages on the Mexican Revolution. The errors of statement, the misdirections of thought, and the omission of the veritable "Hamlet" of the story—namely, religious persecution—are not nearly so important as the significance of the admission that the Revolution has been interrupted by the War, and that it will be resumed as soon as possible. Do the authors hope for the completion of the organized attempt to establish communism in Mexico and later in other parts? Do the writers not know that Plutarco Calles admitted that the program of agrarian economy in Mexico had failed? That program was directed at the alleviation of 70 per cent of the population. And are not readers of this text left with a feeling of insecurity and mistrust regarding the apparent endorsement of an "ism" which the United States calls dangerous to true Democracy and which Latin Americans fear with a holy fear?—*Sister M. Dominic, S.S.J.*

The Christian State

By Augustine J. Osgniach, O.S.B., Ph.D. Cloth, 376 pp. \$3.75. The Bruce Publishing Co., Milwaukee, Wis.

Educated Catholics—clergy, Religious, and lay people—will welcome this timely analysis of the rights and duties of the state in the light of Catholic philosophy. Father Osgniach examines such phases of the subject as the natural origin of civil power, the modern totalitarian state, the state's right to education, the state's right to war, and the citizen's right to revolt. He explains clearly the principles that govern the relations between Church and State.

Liturgical Symbols—Series II

20 Silk Screen Prints boxed. The Liturgical Press, Collegeville, Minn.

This second volume, though covering almost the same scope as the first one, is practically, a new work. Most of the new drawings appear deeper as to conception, and riper as to composition and design. Some are extraordinarily fine.

We have only one doubt—whether there really is need for an enrichment of the sacred ancient vocabulary of symbolic expressions by new ones, such as globe and bridge and, at that, by means of designs hard to identify, which regrettably is the case with the drawbridge, No. 3 "Christ the Mediator" (Christmas). The intention obviously is to widen the scope of symbolic designs and make them more acceptable to the modern mind. They are apt to lose, in this way, their clean-cut precision. In the very beginning, symbols were meant to be reminders, understood by the initiated alone, and even those had to study diligently to understand them fully. They were expected to know "... how to draw honey from the rock, and oil from the hardest stone," as the medieval author explains, quoting from Deuteronomy.

A booklet with an explanation of each liturgical

symbol accompanies the designs. It should be most welcome to all whose concern is church art, be they patrons or craftsmen. It should help counteract thoughtless confusion, so often apparent in symbols applied in church decoration, embroideries, or stained glass. The placing of an "emblem" on any probable spot—and that "emblem" in lieu of a symbol which really was intended—often seems the only solution for an artistic problem.

The Liturgical Symbols I and II should be very welcome in the art classroom also, because they are documents of contemporary decorative art at its best. As Catholics, we can be proud to point to a piece of art work like this, coming from our midst—a claim we cannot always make.—*Carl van Treeck.*

How to Think

By Arthur D. Fearon, Ph.D. Paper, 200 pp., \$1.50; cloth, \$2. College Publishing Co., 2309 Webster St., San Francisco, Calif.

The subtitle of this textbook, "How to Analyze, Associate, Memorize, and Reason," explains its purpose; namely, to present for students of high school age and older a practical application of the simple principles of logic. Such a study of logic as a practical art, and not as a science, is the simple answer to the question: How can we teach our pupils to think? The book may be studied as a part of the high school or college course in English composition, in a special course on How to Study, or privately by any youth or adult.

A Second Course in Algebra

By N. J. Lennes. Cloth, 536 pp., illustrated. \$1.80. The Macmillan Co., New York, N. Y.

A revised edition of a book first published in 1935. Some special features of the new edition are: more definite provision for individual differences; a review at the end of each chapter, pages of material for special practice; supplementary material at the ends of chapters; expansion of the book to provide enough material for a full year's course.

In explaining the features of his books to the teacher, the author sustains his reputation as a successful teacher and author of texts in mathematics. Work of the core course is indicated in the book by the letter "A." Work a little more difficult marked "B" is not required of all students. Then there is supplementary or "C" work for outstanding students. All three divisions are included in the same chapter. The advice to students should prove invaluable. While the author has tried to simplify and clarify all processes and to illustrate practical applications of algebra, he has avoided a modern tendency to invent applications which the students will classify as "far fetched."

America, Land of Democracy

By Sisters of Mercy (Brooklyn Community). Cloth, 687 pp., illustrated. \$2.64. The Bruce Publishing Co., Milwaukee, Wis.

This is the fifth and final volume of the new series of American History for Elementary Schools. Each of the four previous volumes covers a separate period of our history. *America, Land of Democracy* presents, for the eighth grade, a rapid review of our history from the days of Columbus to the present. This review is preceded by a very clear and interesting treatment of our political organization and government and the rights and duties of citizens.

The numerous illustrations from photographs and drawings, also maps, charts, graphs, and full-page drawings in colors contribute definitely to the usefulness as well as the attractiveness of the book. There are numerous exercises, reading lists, and other study helps.

Ease in Speech

By Margaret Painter. Cloth, 464 pp., illustrated. \$1.80. D. C. Heath & Co., Boston, Mass.

A revision of a popular textbook for the high school, based on the author's experience and suggestions of teachers. New material includes a

chapter on the voice, additional exercises and examples, some exercises in grammar, additions to bibliographies, more speeches, and new cartoon illustrations.

The book will appeal to the student. It presents clearly the basic principles of speech for all occasions, encourages the student, and shows him how to succeed.

The new chapter entitled "Becoming Voice Conscious" is what the American people need. It explains quite simply the working of the speech organs and suggests the means, including exercises, for overcoming faulty speech.

Westward America

By Howard R. Driggs. Cloth, 322 pp. 40 water-color paintings. \$4.50. J. B. Lippincott Company, Philadelphia, Pa.

A scholarly, but none the less intimate and colorful panorama of the vast migration of America to the west, via the Oregon, Mormon, and Santa Fe trails. Fact crammed, the book has been compiled with sympathetic understanding of the American pioneers—both as fascinating, heroic individuals and as politically and governmentally ordained groups—by one who as a boy listened at the fireside to his own parents tell of their adventures in the early west. Colorful and accurate, the water colors ably done by William H. Jackson, research secretary of the Oregon Trail Memorial Association, give the book an added reality so frequently lacking in history books. The text should make excellent supplementary reading for junior and senior high school.—*M. S. B.*

Business Filing

By Bassett & Agnew. Cloth, 176 pp., illustrated. Also envelope of practice material. South-Western Publishing Co., Cincinnati, Ohio.

This new textbook covers, briefly and concisely, the whole field of filing and alphabetical indexing, various kinds of card indexes, transfer methods, geographic filing, etc. There is a practice outfit of cards and boxes for use with the exercises in the book.

When Ye Pray, Pray Ye Thus

By Rev. Joseph Strugnell. Paper, 51 pp. Price, \$1. St. Anthony Guild Press, Paterson, N. J.

A teaching outline to help priests and Nuns to familiarize children with the common prayers and devotions of the Church and to set up correct habits of prayer.

The King's Advocate

By Simone de Noaillet-Ponvert. Translated by Mary Golden Donnelly. Cloth, 272 pp. \$2.75. The Bruce Publishing Co., Milwaukee, Wis.

Our Lord Jesus Christ is the King of the title

of this absorbing biography and Martha de Noaillet is His advocate. To Martha de Noaillet the world owes the Feast of Christ the King, celebrated on the last Sunday of October since its institution by Pope Pius XI. This is an extremely interesting and remarkably well-written account of the life of one of God's noblewomen.

Little Miss Moses

By Julie Bedier and Louise Trevisan. Card-board, 30 pp., illustrated. \$1. Longmans, Green & Co., New York, N. Y.

A delightful story of the mission school life in China by the author of *The Long Road to Lo-Ting*; *Thomas, the Good Thief*; and *The Important Pig*. Julie Bedier, a Maryknoll Sister, wrote the story and Louise Trevisan did the superb illustrations. For young children.

An Experimental Comparison of Two Shorthand Systems

By Walter L. Deemer and Philip J. Rulon. Cloth, 317 pp. Harvard University, Cambridge, Mass.

This thorough study compares the results of two kinds of shorthand instruction, with large classes of public school pupils preparing for general stenography. The study indicates that one system exhibited substantially greater relative merits.

American Isolation Reconsidered

The Teacher and International Relations

By the Committee on Materials for Teachers in International Relations. Paper, 200 pp., 50 cents; and 246 pp., 10 cents, respectively. American Council on Education, 744 Jackson Pl., Washington, D. C.

The first-named pamphlet traces the history of American neutrality from 1793 to 1941 and points out the issues involved in the decision faced about peace and war in 1812, 1914, and 1941. Also includes reprints of original related documents.

The second pamphlet outlines a point of view for teachers during the crisis.

The Old Testament and the Critics

By J. Coppens, trans. by E. A. Ryan, S.J., and E. W. Tribbe, S.J. Cloth, 181 pp. \$2.50. St. Anthony Guild Press, Paterson, N. J., 1942.

In a survey that summarizes the critical writings on the Old Testament by exegetes, the author points out what is of value to the student of Scripture and manifests the extent of recent research done in Biblical science. It traces the outline of Old Testament historic criticism, but more important, it indicates what the future of criticism must be. There is an excellent word on the teaching of Biblical science in seminaries

which directs not at the formation of "experts" but at the development of a competent knowledge so that it can be applied later in the instruction of the faithful. The book is finely translated with an eye to the didactic purity of the original, and it is well annotated. There is an index of names which should have been expanded to include a topical index, for certainly the scholar or student will want to refer to a subject rather than to the person associated with a subject. The externals of the book are attractive.—*R. B.*

The Bond of Perfection

By Sister M. Agnes, S.N.D. Cloth, 153 pp. \$1.50. Frederick Pustet Co., New York, N. Y.

Since, as the announcement to this book says, in the words of Pope Pius XI, "Charity has grown cold" and humanity in general is in need of its rekindling, these "Meditations on the Virtue of Charity in the Epistles of St. Paul" should be welcomed by clergy, religious, and laity alike.

It may be well to state that the "meditations" do not seem to be merely homilies on the Epistles. They contain frequent quotations from various books of the New and Old Testaments, and the author's clarifying explanations of the various virtues and their opposites which are related to or opposed to charity.

For Heaven's Sake

By Rev. Gerald T. Brennan. Cloth, 136 pp. \$1.75. The Bruce Publishing Co., Milwaukee, Wis.

A choice collection of "Little Talks to Little Folks," by the author of *Angel City*, *Angel Food*, *The Good Bad Boy*, *The Man Who Dared a King*, and *The Ghost of Kingdom Come*. The little stories are intended for sermons at the children's Mass or stories for the Catechism class or the home circle.

Moral Guidance

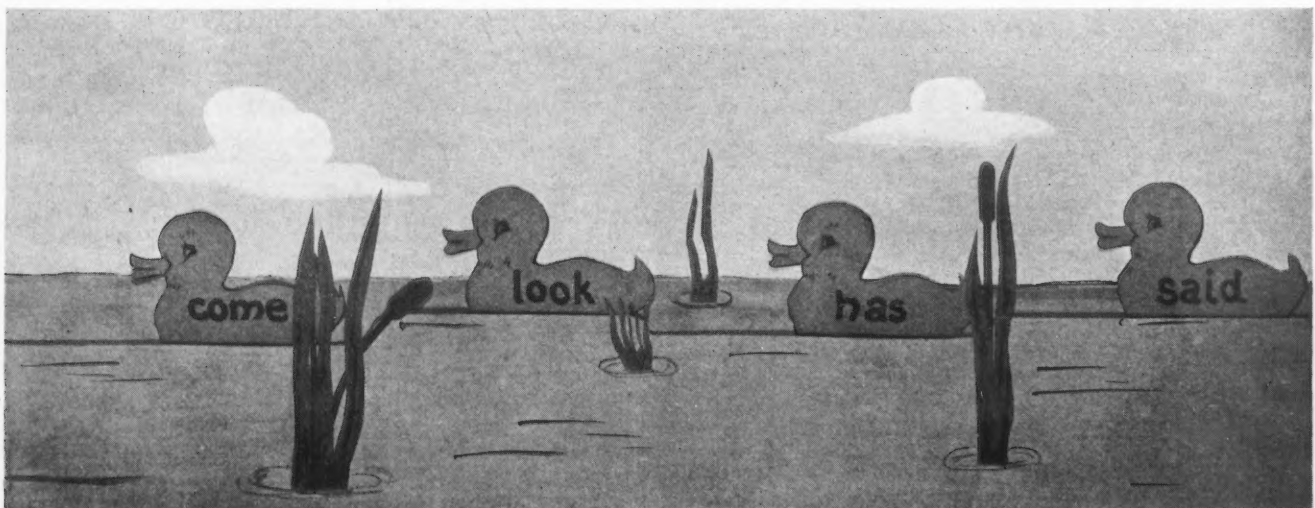
By Edwin F. Healy, S.J. Cloth, 395 pp. \$2. Loyola University Press, Chicago, Ill.

A book for college students, especially juniors and seniors. Explains and discusses general principles and applied cases of the moral law as contained in the Ten Commandments; also the precepts of the Church and the duties of certain professions. Case studies are given and the correct solution to these cases is found in an accompanying teacher's manual.

The Commonwealth of Nations and the Papacy

By Kurt F. Reinhardt. Paper, 30 pp. 25 cents. The Bruce Publishing Co., Milwaukee, Wis.

A statement of the efforts of the Pope since Leo XIII in behalf of world peace and co-operation, by one who participated in a congress which was a result of Papal efforts.



"Duck the Ducks." This spring border represents a serious game. When a pupil recognizes a word, the duck bearing that word is tipped forward till his head is out of sight.

—Designed by Sisters of Charity, Johnson City, N. Y.

The Fabric of the School

FIRE HAZARDS

The summer vacation months are ideal for correcting fire hazards in parish school buildings. When teachers and children are away and the summer quiet reigns, it is possible to test and recharge fire extinguishers, to examine and flush standpipes and fire hose, to recondition or replace valves and nozzles, and to repaint and repair fire escapes.

Quite as important as the conditioning of fire apparatus is a general check of fire hazards. Such a check should include a complete examination of the building to remove hazards due to poor housekeeping practices. Even the best of janitors is prone to allow waste to accumulate and to store inflammable supplies and materials in closets, under stairs, in boiler rooms, and in attics. The summer is the ideal time to clean up and to give orders that during the coming school year absolute order shall prevail.

Some pastors have achieved especially good results by calling in for an inspection the local fire authorities, the municipal building department, and the representatives of the fire insurance companies. Such inspections made at the request of the pastor or principal will not only discover many unsuspected hazards and shortcomings in housekeeping—they have behind the findings and recommendations the force of official opinion and of broad experience and they provide pastor and prin-

cipal with ammunition for getting support in the prompt and permanent correction of bad conditions.

Fire Extinguishers. Generally speaking, the small hand extinguishers which utilize a powder are of too limited efficiency to be used in school buildings. The larger chemical extinguishers must be examined at least once in six months and must be recharged every two years. Unless this is done, the soda solution may evaporate or the acid may deteriorate, so that the apparatus will be less than useless in a fire.

Hose and Standpipes. These must be checked frequently. It is not wasteful to flush the hoses semiannually so that valves will not balk when they must be used and the hose will not burst when it is under pressure. It is especially necessary that the nozzles be not removed from the fire hose. A hose without a nozzle is valueless, especially when a fire is severe.

Panic Locks. Safety bolts and panic locks are essential for fire safety. It is not a bad idea for the janitor to check them daily in his rounds, and to make prompt adjustments. Frequent oiling of door hinges, locks, and door checks adds to the safety of a building and is only good common sense. The pastor and principal should habituate themselves in checking safety bars and panic bolts whenever they leave the school.

or material savings in maintenance while providing illumination of the proper quality and quantity.

There are limitations involved in the selection of any type of general lighting equipment. The limitations as to types of fixtures which will give satisfactory results are quite specific:

a) The surface brightness of all parts of the unit which are visible to those in the room must be kept within 150 foot-lamberts.

b) There must be no strongly directional downward component of light from the unit. This applies to general lighting fixtures since local lighting units would have the directional component controlled with respect to specific requirements and fixed conditions. Directional components from general lighting fixtures are uncontrolled with respect to specific requirements for local lighting and will cause direct or reflected glare.

c) The upward distribution of light from the unit should be such that the maximum ceiling brightness will not exceed the brightness limit set for the unit itself. This calls for a fixture which will spread the light rather widely over the ceiling. Requirements in rooms other than classrooms may call for very different distributions of light over the ceiling.

The economies involved in the selection of the lighting equipment for the typical room under consideration are readily determined as follows, comparing fluorescent with filament-type units both of which meet the specifications listed above.

a) Six indirect or luminous indirect units are required, each delivering 8000 to 10,000 lamp lumens.

Type of Units	Fluorescent	Incandescent
Approximate total cost...	\$210	\$48
Total watts	1200	3000
Average hours per month	60	60
Average K.W.H. per month	72	180
Energy rate in block of operation per kilowatt hour014	.014
Energy cost per month	1.008	2.520
Prorated lamp cost per month	0.8205	0.3240
Maintenance cost per month (energy plus lamp costs)	1.829	2.844
Assuming 10 months per year, maintenance cost per year ¹	\$18.29	\$28.44

b) The difference in equipment cost is seen to be approximately \$160.

c) In general, it should not cost more than \$75 to rewire this room as part of a general operation throughout the building.

d) The use of fluorescent lamp equipment would effect a saving in maintenance cost of approximately \$10 per room.

e) Since it is necessary to rewire this room

¹These maintenance-cost figures do not include interest on the investment, anticipation of mechanical or electrical repairs, or janitorial expense.

(Concluded on page 8A)

Fluorescent or Incandescent Lighting for Classrooms?

Charles Bursch*

ONE of the questions commonly raised by school officials who are considering the modernization of artificial lighting in classrooms has to do with the relative merits of fluorescent and incandescent lighting. Fluorescent lighting, at the present time, holds the center of interest because of its newness and its relatively low consumption of electric current. Also, it gives a sufficiently different quality of light to make it superior to incandescent sources in the minds of many. On the other hand, there are serious objections to some fluorescent installations because of the unnatural appearances of persons and objects resulting.

Because of the widespread interest in this problem the Division of Schoolhouse Planning is presenting herewith an analysis and recommendations made by an independent

illumination engineer, Mr. Robert Dearborn, Sharon Building, San Francisco. This engineer, after making a detailed study of a thirty-room, traditionally lighted, school building as to visual requirements, illumination, and electrical facilities, had the following to report:

Although there are several rooms in which ideal illumination would be more closely approached by special or unique treatment, this was generally avoided in the interest of standardization, lower first cost, and flexibility of function. The use of fluorescent lighting and other newer types of equipment probably will undergo substantial improvement within a very few years, making present models obsolete. This objection is additional to the fact that the higher initial cost of such equipment prohibits its use on a large scale. It is difficult to justify installation of relatively expensive lighting equipment unless it will effect very substantial improvement in illumination

*Chief, Division of Schoolhouse Planning, California State Department of Education, Sacramento, Calif.

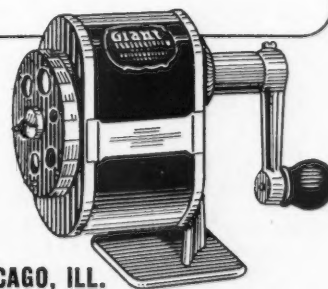


STEEL HAS GONE TO WAR!

Automatic Pencil Sharpeners will be back. Right now, there's *another* job. Their plant is very busy making precision Ammunition . . . lots of it! That Ammunition must be "just so" . . . every projectile perfectly formed to very accurate specifications. American lives can depend on one certain piece of Ammunition flying straight and true to the mark!

That's why Automatic Pencil Sharpeners cannot be manufactured now . . . but they will be back. They will be the same fine Sharpeners as always . . . leaders in precision quality . . . in long-life service . . . in doing their own particular job efficiently!

Automatic
PENCIL SHARPENERS
will be back



AUTOMATIC PENCIL SHARPENER CO. • Div. of Spengler-Loomis Mfg. Co., CHICAGO, ILL.

Catholic Education News

AERONAUTICS SURVEY COURSE

Saint Rita High School, 63rd Street and Oakley Avenue, Chicago, Ill., has announced a Survey Course in Aeronautics for Sisters only. Classes will begin on Monday, June 21, and end on July 30.

No previous experience is required, but a background in physics and mathematics is desirable. No college credit will be given but the student, upon passing the standard examination of the C.A.A. will receive a "Certificate of Aeronautical Knowledge."

Saint Rita High School has complete equip-

ment for such a course, including airplanes, motors, and parts, and adequate shop facilities.

For further information, write to Rev. Joseph A. Coyne, O.S.A., who is in charge of the industrial courses at Saint Rita High School.

COMING CONVENTIONS

• June 22-24. Special Libraries' Association, at New York, N. Y. Mrs. Kathleen B. Stebbins, 31 E. 10th St., New York City, secretary. June 28-July 2. Association for Childhood Education (North Atlantic Regional Conference), at Boston, Mass. Royce H. Knapp, Wheelock College, Boston, publicity chairman. July 4 (week end). National Laywoman's Retreat Movement, at St. Louis, Mo. Miss Della Lydon, 8019 S. Peoria, Chicago, Ill., secretary.

Msgr. McCormick Rector of C. U.

Rt. Rev. Msgr. Patrick J. McCormick, has just been appointed rector of the Catholic University of America for a term of five years. The appointment by His Holiness Pope Pius XII was transmitted through Most Rev. Archbishop Amleto Giovanni Cicognani, Apostolic Delegate.



Rt. Rev. Msgr. Patrick J. McCormick

Msgr. McCormick, former vice-rector, has been acting rector since the death of Bishop Corrigan on June 9, 1942. He is the seventh rector in the 54 years of the existence of the University and the first alumnus to receive the honor. He has been a member of the faculty for many years and served as head of the department of education and dean of the Sisters College. He is also editor of the *Catholic Educational Review*.

CLASSROOM LIGHTING

(Concluded from page 184)

in order to install incandescent indirect units, the actual difference in installation investment would be approximately \$85.

f) Therefore, about eight years would be required to save sufficient in maintenance cost to pay for the difference in initial investment.

In consideration of the above facts it seems doubtful that the use of fluorescent equipment can be justified for the case cited. In the opinion of the writer, it would be better to spend the difference in investment for protection of the eyes of school children in other ways, such as blinds for the windows and painting of the room to reduce contrasts and to make the room generally more pleasant.

The Division of Schoolhouse Planning is not presenting this material with the thought that the recommendations will apply generally to school buildings. It is the recommendation of this division that a school district proceed with the modernization of its classroom lighting only after a similarly detailed study has been made by a competent engineer or consultant. Only by such a procedure can a school district be certain of securing maximum results for money expended for the improvement of classroom lighting.



... for our fighting forces!

From the shores of America to distant battlefields, typewriters are needed by our fighting forces to help win this war.

Typewriters are vital fighting weapons on land, on the sea and in the air just as they are vital production weapons on the home front. Our fighting men need the typewriters you can spare. Let us cooperate with you in these ways:



NATIONAL
NOISE ABATEMENT WEEK
May 30 - June 5

★ As authorized agents for the U. S. Government, we'll buy your post-1935 machines for our armed forces.

★ We'll put your remaining typewriters in tip-top shape ... if necessary, replace worn parts and rebuild them.

★ We'll keep you furnished with supplies to help speed victory at home.

SCHOOL DEPARTMENT • TYPEWRITER DIVISION

REMINGTON RAND INC.

Buffalo, New York

BRITEN-ALL

THE ONE
PRODUCT FOR
CLEANING ALL
FLOORS—CLEANER,
QUICKER—SAFER—
MORE
ECONOMICALLY

CLEANS

ALL

FLOORS

BRITEN-ALL is a friend indeed to understaffed school maintenance departments. Cleans *all* floors in a jiffy. Cuts cleaning time to the minimum. Even clinging, embedded grime disappears like magic—original colors are restored to sparkling, new-like sheen. There's nothing better or more economical for any floor

Use BRITEN-ALL for ...

- LINOLEUM ... TERRAZZO
- TILE ... ASPHALT TILE
- COMPOSITION FLOORS
- Painted and Varnished Wood Surfaces

BRITEN-ALL is a scientifically prepared liquid cleaner that is as SAFE as it is efficient. Contains no acid or grit—nothing to injure the finest of floors. More economical, too, because BRITEN-ALL is highly concentrated—more gallons of more efficient cleaning solution per ounce. Better cleaning with less work—less cost.

Approved and recommended by leading manufacturers of flooring materials.

Write for CATALOG

full of helpful hints on floor refinishing and maintenance. Free on request. Write today.



VESTA-GLOSS Floor Finish

A scientifically prepared waterproof floor treatment that dries to a bright, uniform lustre, without polishing. The one floor finish that combines ALL FIVE of these advantages. (1) Wear Resistance (2) Water Resistance (3) Slip Resistance (4) Lustre (5) Self Leveling. Approved by flooring manufacturers and leading architects.

VESTAL

CHEMICAL LABORATORIES, INC.
ST. LOUIS NEW YORK

Surprised at the Way They've Lasted?

Many school and college executives have expressed amazement at the way their WAYNE Grandstands and Gymstands have continued in service without requiring repairs of any consequence. Virtually without exception, war-time restrictions on materials for such repairs have created no problem for owners of WAYNE equipment. As a matter of fact, this should not be surprising, because strength and durability are characteristics that have contributed importantly to WAYNE'S Nation-wide acceptance for a quarter of a century.



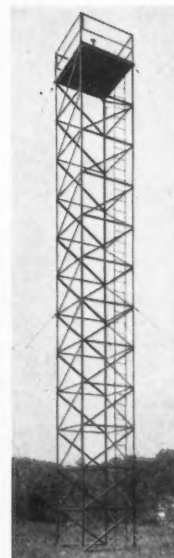
The WAYNE stands illustrated here are well-known to schools, colleges and institutions throughout the country. They are designed and built to the highest standards of engineering practice, and incorporate exclusive features that insure extra value through longer, more efficient and economical service. Back of every WAYNE Grandstand and Gymstand there are years of specialization . . . of that quality of experience for which there is no substitute.

When this war is ended, we will again be prepared to supply *all* your grandstand requirements. When that day comes . . . remember WAYNE!

For the Duration ...

materials and facilities formerly employed in the building of WAYNE Grandstands and Gymstands are enlisted for the construction of equipment needed by our armed forces. The Fire Control Tower, pictured at the right, is a typical example of the way the sound principles of WAYNE grandstand engineering have been adapted to war-time requirements.

"WAYNE Stands for Safety!"



THE WAYNE IRON WORKS

PEMBROKE AVE., WAYNE, PA.

New Supplies and Equipment

Production, Service, and Sales
News for School Buyers

"RAILROADIN'" ENTERTAINING FILM

Students and faculty of the Working Boy's Home, Newton Highlands, Mass., have voted "Railroadin'" the most entertaining motion picture presented during the first semester.

"Railroadin'" was made by the American Locomotive Company and the General Electric Company in cooperation with American railroads, for use by the railroads for educational purposes in schools, colleges, and clubs. The movie portrays the drama of the development and progress of American railroads. It was directed

by John Boland (director of "Wells Fargo") and was one year in the making.

The motion picture is a 16mm. full-color, sound film and runs 30 minutes.

General Electric Company, Schenectady, N. Y.
For brief reference use CSJ—610.

EDUCATIONAL FILMS

School-made and teacher-made films are becoming available in ever increasing numbers. FilmoSound Library reports many new films with fascinating names promising much pupil interest. School-made are "Spinning Spokes," "Linoleum Block Cutting," "Essentials of Wood Turning," "Pottery Making," and others.

"American Handicrafts," produced by Lucia Mysch, Ball State Teachers' College, Muncie, Ind., is an interesting and instructive teacher-made record of textile, pottery, wood-carving, and glass-blowing cottage industries in the North Carolina mountains.

Museum activities give "Green Pea Fowl" (Field Museum), "Desert in Bloom" (Carnegie Museum), "Yellow Stone Wildlife" (Denver Museum), and "Spearfishing" (Marine Museum, Miami).

Teacher-travel films include such titles as "Mexican Album," "Puerto Rico," "The Real Hawaii," "Navajo Sand Painting," "Indian Dances," etc.

Almost all lands and activities are covered now by educational films.

Bell and Howell Co., 1801 Larchmont Ave., Chicago, Ill.

For brief reference use CSJ—611.

ART AND EDUCATORS

In a booklet entitled *What the Schools Should Teach in War Time* issued by the National Education Association and the American Association of School Administrators, in part is found what follows:

"The arts have been taught primarily as an avenue to wholesome pleasure, self-expression, emotional and spiritual development and recreation. In peacetimes these are the correct functions of the arts." It is further said, "War, however, destroys most pleasures and comforts and cuts into the leisure time. . . . There remains tremendous opportunity for the enlistment of the arts in war effort. Art education must help build morale and unity by portraying the nations' ideals in posters, emblems, window displays, and other methods, develop skills in photography, chart and map making, design, camouflage, and sketching, and provide wholesome recreation."

James Landis, Director of Civilian Defense, in a letter to all art educators expresses the gratitude of his office for the contributions made by them to the common war effort. Mr. Cyrus W. Knouff, a director of the Related Arts Service, has been untiring in his efforts not only for the arts as peacetime activities but in stressing the importance of art teaching during the war. Mr. Knouff is a pioneer in the firm foundation of arts in the schools not only because of cultural interest but also as a foundation in building up an appreciation of and a demand for "the better things in life."

FORESTRY CHART AND MAP

The American Forest Products Industries, Inc., has added to its educational materials a chart entitled *Products of American Forests*. This colored chart 25 by 30 inches shows the chief products of the forest in four large divisions—veneer, wood chemistry, miscellaneous, and saw logs. Another new item is a tree-growing map, printed in 5 colors, illustrating the kinds of trees grown in the five natural forest regions of the United States.

Any of these educational materials may be obtained from American Forest Products Industries, Inc., 1319 Eighteenth St., N.W., Washington, D. C.

NEW FIRST-AID FILM

"Help Wanted" is the title of a new 16mm. sound film on first aid just released by the U. S. Bureau of Mines. It shows the circulatory system and the points for pressure; it portrays typical mishaps causing bleeding wounds, shock, burns, asphyxiation, fractures, etc., and the manner of treating them.

This film may be borrowed from the Graphic Services Section, Bureau of Mines, 4800 Forbes Street, Pittsburgh, Pa. The borrower, pays transportation charges both ways.

STILL NEED TYPEWRITERS

Various departments of the U. S. Government still are in urgent need of typewriters. Agencies handling business machines throughout the country are acting as clearinghouses and can advise you if any machines you have not in use and those in use that can be spared are the ones needed for the victory effort.

Mr. W. E. Strickler, the Pittsburgh Board of Education's Superintendent of Supplies has

(Continued on page 13A)

Smart and Economical



Good Food for
Pleased Guests



● For a table setting that bespeaks elegance, but is light as a whisper on the budget, choose one of the rich-looking

patterns to be found in America's largest selection of Paper Table Napery. Duplicate your most handsome linen luncheon set in economical, attractive and sanitary paper. Cups, doilies, tray covers, placement mats—all the various types are immediately available at Sexton's. Order from this great stock—and you'll be sure to get what you want, when you want it.

JOHN SEXTON & CO. 1943

"VICTORY THROUGH PHYSICAL FITNESS"**TEACHING PHYSICAL EDUCATION
IN THE
ELEMENTARY SCHOOL**

BY SALT, FOX, DOUTHETT, AND STEVENS

The new book in Elementary School Physical Education that is breaking all records. Teachers like it because it:

- 1—Tells HOW as well as WHAT to teach.
- 2—Gives special attention to the problem of limited space and facilities.
- 3—Has a complete up-to-date rhythms section with music.
- 4—Is complete in itself—making it unnecessary to refer elsewhere for material.
- 5—Is easy to teach from—with simple understandable language and diagrams.

A recent reviewer says, "One of the best books of its kind I have ever seen."
8vo., Cloth

\$2.00

Send for complete catalog and special circular listing books for your Physical Fitness program recommended in the "Victory Corps Manual."

A. S. BARNES AND COMPANY

Publishers since 1838

67 West 44th Street

New York

**Plan for tomorrow -
TODAY!**

Out of this gigantic war effort—out of necessity, new and better materials, methods, and designs are being born. SHELDON, long a leader in producing laboratory, home economics, art and vocational furniture, is applying Today's advances in making a superior line even more outstanding.



No. H-10 Four
Swinging seats, 22
Drawers, Stone
Sink and Fume
Hood.

Write today — one of our engineers will call promptly.

E. H. SHELDON & CO.

722 NIMS STREET MUSKEGON, MICHIGAN



For more than a quarter-century, Bruck's has been supplying student uniforms characterized by a certain natural grace and an innate modesty of styling and design. Sisters and students alike have applauded the results of Bruck's creative tailoring for years . . . while parents have been pleased by the low cost and the plus quality of Bruck workmanship and fabrics.

To see your students properly uniformed, take the first step now . . . attach the coupon below to a penny postcard or your official letterhead and mail it at once for a free, descriptive style book.

BRUCK UNIFORM COMPANY

387 FOURTH AVE., NEW YORK CITY

BRUCK UNIFORM COMPANY
387 Fourth Avenue, New York City

Gentlemen: We are interested in the proper uniforming of our students. Please send your new style book at once.

Signed _____

School _____

Address _____

City _____ State _____



Marquette University

SUMMER SESSION

June 21 — July 31, 1943
Registration June 18-19

While for the duration of the war all divisions of the University will go on a trimester plan (three semesters each calendar year, beginning July 1, November 1, March 1) the usual variety of graduate and undergraduate courses will be offered in a conventional six-week summer session. Send for the summer session bulletin. Address:

The Director, Summer Session
Marquette University
MILWAUKEE

FINE ARTIST COLORS AND MATERIALS



TRADE MARK REG. U. S. PAT. OFF.

Complete Line of SCHOOL ART and DRAWING MATERIALS

Catalog Vol. 700 to
Teachers and Schools,
on request.

F. WEBER CO.

Manufacturing Artists' Colormen Since 1893
PHILADELPHIA, PA.
St. Louis, Mo, Baltimore, Md.

PATRONIZE YOUR NEAREST
WEBER DEALER

GIRLS' GYM SUITS

Favorite Styles
Fast Color
Full Cut
Guaranteed

GYM MATS
Heavy 21-oz. White Duck
Hair Felt
Hand Tufted
Boxed Edges
Handles that stay on

WRITE FOR LOW PRICES

NATIONAL SPORTS EQUIPMENT CO.
364 MARQUETTE ST. FOND DU LAC, WIS.

DePaul
UNIVERSITY
Chicago
Fully Accredited

SUMMER SCHOOL FOR TEACHERS—JUNE 23 to JULY 30

A carefully selected and extensive curriculum for teachers in preparation or in service desiring promotional credit, new ideas in education, and approved methods of presentation. While in Chicago you can combine profitable study with Chicago's many advantages. Bulletin upon request.

DePAUL UNIVERSITY
College of Liberal Arts and Sciences
Dept. 4., 64 E. Lake St. Chicago, Ill.

The CREIGHTON University

Conducted by the Jesuits Fully Accredited

SUMMER SESSION 1943

June 12th to August 4th
8 WEEKS 8 CREDITS

Bulletin on Request

Address: The Registrar Omaha, Nebraska

CONTES CHOISIS D'AUTEURS CATHOLIQUES

by SISTER BENITA DALEY, C.S.J.

Foreword by THE REVEREND DAVID C. GILDEA, M.A.
Superintendent of Schools Diocese of Syracuse, N.Y.

has already proven that it is essential in the many schools that have ordered it for French Two and Three Year Classes.

192 pages, illustrated, biographies, bound in cloth

Net Price \$1.04 per copy for 10 or more, postage extra.

It is advisable to place orders early because of government restrictions on paper.

WRITE FOR YOUR FREE SAMPLE COPY

SAGA PRESS, 212 Fifth Ave., New York, N.Y. MUrray Hill 5-4942
Publishers of Review Books in all high school subjects.

Cram's Modern Health Charts

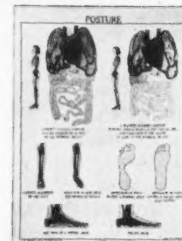
TOTAL WAR is stepping up the teaching of health and hygiene studies in all schools. Cram's charts are meeting this demand. Each chart is 32 x 42 inches, attractively printed and properly keyed for teaching.

For convenience, Cram offers three sets, priced \$13.65, \$17.50, and \$32.50, respectively. Each set mounted in steel chart head on metal tripod.

Write today for Catalog J-148 featuring
Cram's 1943 Teaching Aids

THE GEORGE F. CRAM COMPANY, INC.

School Maps, Atlases, Globes, and Teaching Aids since 1867
730 East Washington Street Indianapolis, Indiana



Only a Strong People Can Be Free

RESERVE YOUR FILMS FOR FALL... NOW!

SEND COUPON FOR OUR CURRENT CATALOG (FALL DELIVERY) SHOWING COMPLETE LISTING OF 16 mm FILMS IN TECHNICOLOR & BLACK AND WHITE APPROPRIATE FOR YOUR

Leading school authorities from coast to coast rely on Films, Inc. for the most comprehensive variety of motion pictures designed specifically to complement the school educational program.

Today, our library of titles embraces the entire scope of history, travel, economics and even comics from which you can readily make selections that tie in with your own educational program. Demands from all sections of the country this Fall will tax our available supplies . . . so we suggest you do not delay . . .

PROTECT YOURSELF—Make Reservations Now!

FILMS

INCORPORATED

330 West 42nd Street, New York

64 East Lake St.,
CHICAGO, ILL.

314 S. W. Ninth Ave.,
PORTLAND, ORE.

1709 West 8th St.,
LOS ANGELES, CALIF.



**Get
YOUR
COPY NOW!**

**School Authorities
say good Films solve
their wartime edu-
cational problems**

**OUR CURRENT CATALOG
(now available) OFFERS
DOZENS OF APPROPRIATE
SUBJECTS LIKE THESE:**

Gulliver's Travels
If I Were King
One Hundred Men & A Girl
The Plainsman
Ruggles of Red Gap
Union Pacific
Wells Fargo
Beau Geste
Ghost Breakers

**& MANY OTHERS
TO SELECT FROM**

FILMS, INC., 330 West 42nd Street, New York, N. Y.
Send us copy of your current catalog of titles in technicolor and black and white, appropriate for school showings.

ATTENTION OF
NAME OF SCHOOL
ADDRESS
CITY STATE

(Continued from page 10A)

turned over to the manufacturer 350 machines, 20 per cent of Pittsburgh's supply. These machines will do war duty. To Underwood Elliott Fisher Company, 1 Park Avenue, New York, N. Y., goes the responsibility of conditioning the machines.



MASTERPIECE CHAIRS

Designed primarily to take the place of prewar steel chairs, auditorium, wood, folding chairs are becoming very popular. Norcor No. 95 has a Y-type frame of selected hardwoods, with large, comfortable, form-fitting, correctly postured seat and back rest of 5-ply birch, maple, elm, or oak plywoods. The seat measures 15 in. wide by 15½ in. deep, 17½ in. from the floor and has rounded corners and edges. Bonderized metal hardware is used and chair opens and closes with one operation and folds compactly. Colors are walnut or blond shaded, stained and varnished finish.

Norcor Manufacturing Co., Green Bay, Wis.
For brief reference use CSJ—612.

CRITICAL MATERIALS CONSERVED

An engineering victory was gained in the manufacture of 16mm. sound projectors by the complete elimination of aluminum castings, reduction of scarce metals such as brass, avoidance of use of special tubes, replacement of metal parts by bakelite, and the elimination of rubber. These changes in construction in no manner impaired the efficiency of a new "Amprosound Model" projector. In addition to the saving of vital metals many refinements were introduced into the model.

Of increasing importance in all phases of instruction is the educational film properly projected. More and more the old adage "one learns by doing" is amplified by the addition of seeing how it is done.

Ampro Corporation, 2851 North Western Avenue, Chicago, Ill.

For brief reference use CSJ—614.

EDUCATIONAL FILM LIBRARY ASSOCIATION

Bridging the gap between the knowledge of the specialists and the knowledge of both students and the general public, is the chief purpose of a group of educators who have just formed the Educational Film Library Association, Inc. Schools, libraries, and museums are included in the membership of the organization which has for its purpose the raising of standards of motion-picture education. Among the services offered by the Association will be the maintenance of a central reference service, a clearinghouse for films and other audio-visual aids, a center for the exchange of experience and the preparation of bibliographies, books, and pamphlets. *Film News* has been designated as the official journal of the Association.

The Association chairman, L. C. Larson of Indiana University, points out that there is a potential audience of 20,000,000 persons a month reachable with educational films. The association is

interested in bringing to this audience through films and recordings, the vast stores of modern knowledge in science, social studies, and the humanities.

Educational Film Library Association, Inc., 45 Rockefeller Plaza, New York, N. Y.

For brief reference use CSJ—616.

GEOGRAPHICAL FILMS

Dr. George T. Renner, Teachers' College, Columbia University, has just produced "The Airplane Changes Our World Map." This film in line with faster air travel explains the problem of map projection, distortion, latitude, longitude, distance contrasts, and many new and interesting aspects of a new geographical approach. This film is one of thirty aviation instructional films produced by Erpi.

Also six new regional geography and history films offer wonderful means of accelerating the teaching of geography and history of the United States.

Erpi Classroom Films, Inc., 1841 Broadway, New York, N. Y.

For brief reference use CSJ—615.

RADIO CIRCUIT HANDBOOK

A new publication containing radio and electronic circuits with analyses, comparisons, and discussions. The method of presentation was especially planned to make this book a useful text for the classroom and for home study as well as a reliable guide for experimenters and builders. Fundamental principles of radio illustrated and explained in 16 basic circuits. The application of these principles to various components of receivers, transmitters, and other electronic units is shown in 25 additional circuits of conventional radio and electronic units. A schematic and pictorial diagram is shown for each unit, ranging from simple one-tube sets to superheterodynes.

This well-prepared booklet should prove to be

(Concluded on page 14A)



*Of
course
you'll
want the
newest*

Brennan book

FOR HEAVEN'S SAKE

By the Rev. Gerald T. Brennan

In answer to your requests for MORE of the delightful stories for children that made his previous book, ANGEL FOOD, so popular in catechism classes and story hours, Father Brennan has written FOR HEAVEN'S SAKE, an entire new book of religious stories for little folks. As you know, his story-sermons are irresistibly written in the imaginative language of the child, but underneath this delightful imagery are basic religious truths with moral applications that will remain a long time in your pupils' minds because of the understandable and appealing way in which they are presented.

If you liked ANGEL FOOD (and who didn't!), you'll certainly want to use FOR HEAVEN'S SAKE in a similar manner to add life and interest to your catechism classes or reading periods. Typical of the fascinating story-sermons the new book contains are . . .

God's Secret . . . about the angels who tried to count the stars only to discover that they are some things that God alone knows, and that God alone knows ALL things.

The Voice at the Window . . . about little Eddie who moved into a new house, climbed to the attic, stuck his head out of the window, and said, "Look, God, we live here now!"

The Little Devil With the Long Tail . . . about the little devil Smir who tried to get Bobby to steal, but was chased away by the little boy's Guardian Angel.

FOR HEAVEN'S SAKE is a "must" book for every Catholic elementary school—order YOUR copy on 5 days' approval today—use the coupon below. Price, \$1.75.

THE BRUCE PUBLISHING CO.

606 Montgomery Bldg. Milwaukee, Wis.

BRUCE-MILWAUKEE: Kindly send me on

five days' approval:

..... FOR HEAVEN'S SAKE, \$1.75

..... ANGEL FOOD, \$1.50

..... BOTH BOOKS, \$3.00

Name _____

Position _____

School _____

Address _____

City and State _____

C.S.J. 6

(Concluded from page 13A)

very useful as a supplementary text for radio classes. Forty pages, 8½ in. by 11 in. Price, 10 cents.

Allied Radio Corporation, 833 West Jackson Blvd., Chicago, Ill.

For brief reference use CSJ—617.

WORKBOOKS — POSTERS — CHARTS

There is fun in learning when the aids are selected from Beckley, Cardy Company's new catalog *Workbooks for the Primary Grades*. Just received, the catalog is most timely as more than ever this year will the Primary Grades be extended into Summer and Vacation Schools. A full line of teacher aids and pupil requirements is offered.

Beckley, Cardy Company, Educational Publishers, 1632 Indiana Avenue, Chicago, Ill.

For brief reference use CSJ—619.

RADIO ELECTRONICS IN EDUCATION

The Educational Department of the RCA Victor Division of the Radio Corporation of America has for 32 years rendered a service to the schools.

Unique in the association of industry with education is the recent 48-page booklet *Radio-Electronics In Education*. It is fittingly dedicated to Frances Elliott Clark whose lifelong career has been an inspiration to musicians and educators.

Broadcasting as an Aid to Education, Use of Recordings in Teaching Field, Special Features, Pictures Aid Group Instruction, Television, RCA Electron Microscopes are captions of interesting matter profusely illustrated.

RCA Victor Division, Radio Corporation of America, Camden, N. J.

For brief reference use CSJ—620.

CARVOCAST

Carving is an art which, however fascinating, has been limited to a comparatively few articles because of the difficulty of working with the hard carving materials heretofore available. With the development of Carvocast, it will be possible for grade schools, high schools, and art schools to carve for pleasure.



Art teachers who have tried out the new material say that it carves easily and smoothly, takes color and finishing liquids readily and has been found suitable for serious carving and small objects and decorative figures and animals popular today.

American Crayon Company, Sandusky, Ohio.

For brief reference use CSJ—613.

Urges Study of American History

Rev. John F. Bannon, S.J., acting director of the department of history at St. Louis University, recently expressed the view that greater emphasis should be placed upon American history in the high school and the college. "In high schools," he said, "for many years American history was a subject given to almost any teacher who might have a light schedule or a free hour. Of late years the situation has been remedied to some extent."

RIGGS' CLASS RECORDS . . . RIGGS' REGISTERS COMPACT PLAN BOOKS . . .

One or more books published for each reporting period — 4, 5, 6, 7, 9, 12, 18 and 20 weeks reporting periods.

If our catalog is on file please order by Catalog Number or description. Otherwise write for current catalog and sample pages, stating the length of your reporting periods.

Address

The J. F. Riggs Publishing Company

"The House of Prompt Service"

Des Moines, Iowa

1893 — Established Fifty Years — 1943



CAPS and GOWNS

For Graduation, Choral Groups, Choirs. Fine materials, beautiful work, pleasingly low prices. State your needs. Catalog and samples on request.

DE MOULIN BROS. & CO.
1048 S. 4th St., Greenville, Ill.

The 1943 Supplement to FRENCH'S CATALOGUE OF PLAYS

is NOW READY for DISTRIBUTION

Please send SAMUEL FRENCH
for your 25 West 45th Street, New York
copy today. 811 West 7th St., Los Angeles

for Plays — Pageants or Entertainments

COSTUME FABRICS

ACCESSORIES
AND DRAPERY

The RIGHT Type
of Fabrics for . . .

achieving fine effects
ECONOMICALLY!

Ask for catalog

and price list.



DAZIAN'S

142 W. 44th St.

New York, N. Y.

HIGGINS AMERICAN DRAWING INKS FOR Script Lettering



You may have one or many bottles of Higgins Inks on hand, but we know you haven't this new Book on Lettering with Higgins Inks.

32 Script Alphabets chosen for range and character are part of this book that you will truly welcome. Many passages on manuscript lettering and engrossing. Illustrations on every page.

PRICE 50c PER COPY

Art Teachers writing on School stationery and mentioning this publication are entitled to one copy Free of Charge.

This offer good only for month in which this ad is published.

HIGGINS INK CO., INC.

271 NINTH ST. BROOKLYN N. Y.



No. 141
SEATS 15" WIDE, 14½" DEEP

Solving Today's SEATING PROBLEMS—

—as to price — durability — availability Brunswick folding chairs meet all of these requirements. They're reasonably priced . . . they're made of tough Virginia Oak that will withstand years of hard usage. Brunswick production schedules are such that you can be assured of reasonably prompt delivery.

Ask today for literature about the entire Brunswick line . . . giving prices and other necessary information. There's no obligation, of course.

BRUNSWICK SEATING CORP.

Willis O. Jones, President
LAWRENCEVILLE VIRGINIA

Index To Advertisements

Ave Maria Press	2A and 3A
Art Education, Inc.	16A
Automatic Pencil Sharpener Co.	7A
Barnes and Company, A. S.	11A
Bruce Publishing Company, The	14A, and 3rd Cover
Bruck's Uniform Company	11A
Brunswick Seating Corporation	15A
Catholic Book & Supply Co.	15A
College Book Co.	15A
College Publishing Company	15A
Cram Company, Inc., The Geo. F.	12A
Creighton University, The	12A
Dazian, Inc.	14A
DeMoulin Bros. & Co.	14A and 15A
De Paul University	12A
Dick Company, A. B.	6A
Films, Incorporated	13A
French, Samuel	14A
Graubard's, Inc.	16A
Gregg Publishing Company	4A
Heath and Company, D. C.	4A
Higgins Ink Co., Inc.	15A
Jam Handy Picture Service, Inc.	2nd Cover
Kewaunee Mfg. Company	16A
Laidlaw Brothers	4A
Lohmann Company, E. M.	15A
Marquette University	12A
National Sports Equipment Co.	12A
Pflaum Company, George A.	1A
Remington Rand, Inc.	8A
Riggs Publishing Co., The J. F.	14A
Sadlier, Wm. H.	4th Cover
Saga Press	12A
Sexton & Company, Inc., John	10A
Sheldon & Company, E. H.	11A
Vestal Chemical Laboratories	9A
Warp Publishing Company	16A
Wayne Iron Works	9A
Weber Co., F.	12A
World Book Company	4A

For Complete and Up-to-Date Book Lists refer to our

1. Recommended Lists of Catholic Library Books.
2. Recommended Catholic High School Library Books
3. Guide for Catholic Parish Lending Libraries.

(If you have not received your copy, please write)

CATHOLIC BOOK & SUPPLY COMPANY
South Milwaukee, Wisconsin

HOW TO THINK

or
How to Analyze, Associate, Memorize, and Reason
by
Arthur D. Fearon, Ph.D.

For High School and Junior College Students,
Paper bound \$1.50 Cloth bound \$2.00
194 pages Educational discount

COLLEGE PUBLISHING COMPANY
2309 Webster Street San Francisco, Calif.

For Religious Goods



..... Ask
LOHMANN

An extensive and complete line of religious articles — everything from holy pictures to altars from one source — enables us to offer the best quality at lowest prevailing prices, and assure prompt service. Ask for general catalog No. 152M.

Distributors of regular and large editions of celebrated Saint Andrew Daily Missal by Dom Gaspar Lefebvre, O.S.B.

THE E. M. LOHMANN COMPANY

Booksellers — Manufacturers — Importers
Ecclesiastical Goods

413 Sibley Street, St. Paul, Minnesota

UNIFORMS

NEW style Book, showing BAND and DRUM CORPS Uniforms IN COLORS. Also special designing. Wonderful line of samples.

Write us first.

DeMoulin Bros. & Co., 1047 South Fourth Street, Greenville, Illinois



FREE! 100 PAGE CATALOG Listing New and Used Prices

SAVE 25% TO 50% ON SCHOOL & COLLEGE TEXTS & REFERENCE

WE ALSO BUY BOOKS

COLLEGE BOOK CO.
COLUMBUS, OHIO

◉ COSTUMES ◉

Always use Graubard's costumes if you're planning a play, pageant or party and you may rest assured it will be a "hit."

We have hundreds of characters and they're all so reasonable priced.



SCHOOL UNIFORMS

TO OUR OLD CUSTOMERS: We urge you to place your orders now for next fall's uniforms so that we can supply you with the same fabrics that were used to make your present uniforms.

TO NEW CUSTOMERS: We still have our shelves full with fine materials and we shall be glad to reserve some for your new fall uniforms, providing you place your order NOW.

SEND FOR OUR SCHOOL UNIFORM STYLE BOOK.

GRAUBARD'S

901 BROAD STREET

NEWARK, N. J.

THE SECRET? IT'S IN ONE WORD . . . RESEARCH

They asked a noted business man, George Harrison Phelps, not long ago what one quality a man needed most in these modern days. His reply was unusual. For he said: "The courage to pay \$25,000 for a fact."

What Mr. Phelps meant was that the secret is in research.

Certainly that explains why teachers find WARP'S REVIEW-WORKBOOKS so helpful—they are the product of diligent and endless research.

Here in Minden, research is never ending, with a well-trained staff daily in search of new facts, in quest of new ways to help you and other American teachers teach your subjects more effectively and pleasurably.

As a result of this research, WARP'S REVIEW-WORKBOOKS lead in introducing new ideas, in providing teachers with assistance in their work.

It would, of course, be possible to produce REVIEW-WORKBOOKS without all this expensive research, but they wouldn't be the kind of REVIEW-WORKBOOKS over 100,000 teachers have found so valuable.

You may order enough REVIEW-WORKBOOKS for all your pupils, try them for ten days and return any not suitable for full credit. This is the way Warp has done business for over a quarter of a century.

WARP PUBLISHING COMPANY
MINDEN NEBRASKA

Producing for VICTORY ... Planning for PEACE

• Today while Kewaunee manufacturing facilities and experience are devoted to production for Victory, Kewaunee research engineers and designers are planning improvements and refinements in the Laboratory Equipment you will need when Peace comes.

• For all who appreciate efficiency, service and value in Laboratory Equipment, the post-war period is already rich in promise.



C. G. Campbell, President
5010 S. Center St., Adrian, Mich.
Representatives in Principal Cities



Instructor's Table No. W-1511

ON APPROVED LISTS—Art Education For All

first year through high school. Faithful color reproductions of ART of all the ages.

SOURCE MATERIAL — TEACHING AIDS — VISUAL AID.

BOOKS Costume, Puppetry, Lettering, Period Furniture, Architecture, etc.
Ask for List No. 102.

COLOR MINIATURES—3 x 4—one cent each.

MUSEUM PRINTS—8 x 10—fifty cents each.

Ask for list No. 101, and receive gratis sample print.

COLOR SLIDES—2 x 2 inches—fifty cents each. *Ask for List No. 108.*

INSTRUCTOR'S TEXTS—two cents each. For every painting and historic design on gratis list No. 101.

POPULAR RELIGIOUS PICTURES—For Every Purpose

From Miniatures for picture study, to Special Enlargements in any size, in monotone or beautifully hand painted in oils, for Churches, Wall Decoration, Altar Pieces, etc. Supplied framed complete—or unframed. *Write us about your requirements*



Min. 276 Agony in the Garden
(or Vision of the Cross) M. T. Green

The Presence by A. Borthwick
Peace, and a little Child Shall Lead Them
If Thou Hadst Known, Oh Jerusalem and
The Vision of the Cross—above in various
sizes, sepia or colored, also in slides.

Other well-known subjects in our copy-righted collection include:

"Our Lord" or "St. Veronica's Handkerchief"

"Praying Hands"

"The Omnipresent"

"Infant Samuel"

"Light of the World"

"Christ and the Fishermen"

"Christ in the Garden of Gethsemane" and
many others by Hoffmann,

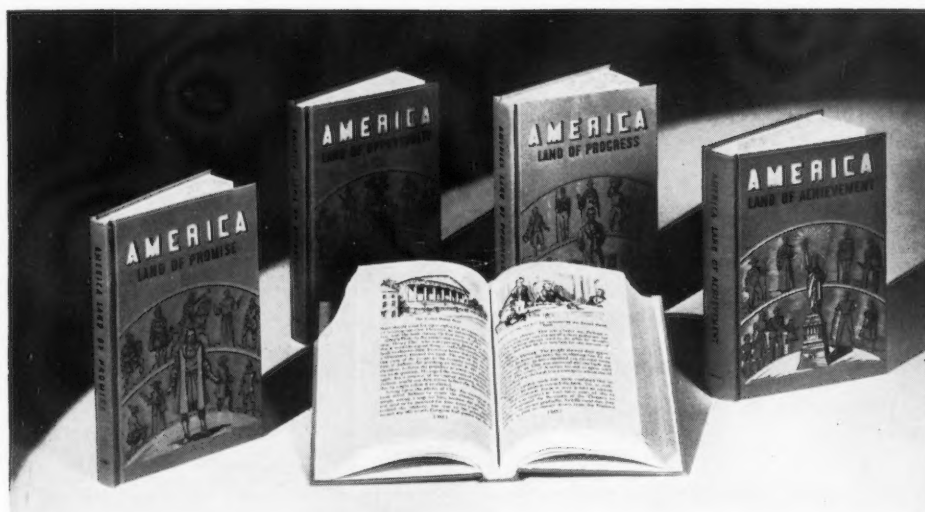
"Suffer Little Children," "The Good Shepherd" and others by Plockhorst.

"Go Forth and Preach" and "Peter and John" by Burnand

Send for Illustrated Folders showing many
other subjects in our Collections.
No Charge.

© ART EDUCATION, INC. 6 East 34th Street New York

Elementary Pupils Like History When It Can Be Read With Understanding



THE "AMERICA" HISTORY TEXTS

By the Sisters of Mercy, Brooklyn, N. Y.

These texts are outstanding for the ease by which they can be read at their respective grade levels and for the manner in which they promote *interest* and *understanding*. Written by practical classroom teachers, they feature a vocabulary and sentence structure that is within

the comprehension of the child's mind. The narrative is in the form of interesting stories, permeated with an atmosphere of adventure, romance, and action, and especially illustrated with attractive original drawings and color plates.

Ideal for Basic or Supplementary Purposes, Each Text in the Series Covers a Separate Phase of American History

AMERICA, LAND OF PROMISE

Briefly considers European backgrounds and traces the development of Spain, France, Holland, and Sweden in the New World. Fourth grade or above.

\$1.24

AMERICA, LAND OF OPPORTUNITY

Continues the story from English settlements to the end of the Revolutionary War. Fifth grade or above.

\$1.32

AMERICA, LAND OF PROGRESS

Takes up the period immediately following the

Revolutionary War to the close of the war between the States. Sixth grade or above.

\$1.76

AMERICA, LAND OF ACHIEVEMENT

Covers the history of our country from the days of "reconstruction" to the present time. Seventh or eighth grade.

\$1.96

AMERICA, LAND OF DEMOCRACY

A complete review of the history of our country, including an excellent treatment of elementary civics (city, county, state, and nation). Seventh or eighth grade.

\$2.64

Examination copies may be had for thirty days' study from

THE BRUCE PUBLISHING COMPANY
606 MONTGOMERY BUILDING
MILWAUKEE, WISCONSIN

A NEW COURSE IN RELIGION *for the elementary grades*

Nearly all dioceses will be rewriting their Courses of Study in Religion to conform with the *newly revised* BALTIMORE CATECHISM.

We are happy to announce that Dr. Horan has prepared a practical New Course of Study for the elementary grades (1-8), which will be available on June 15th. In this course a proper coordination with Bible History, Church History, Liturgy, and prayers has been developed. We feel certain that teachers will welcome the manner in which monthly lessons are presented.

An exceptionally helpful teachers' manual has been prepared to accompany the course. Some of its valuable features are: (1)—objectives for the Religion Course, (2)—statements of what the pupil should get from each lesson, (3)—additional teaching guides for topics important in character building, i.e., moral virtues, works of mercy, capital sins, etc., (4)—simplified chalk-talks, (5)—guidance in character building.

Superintendents and supervisors who are interested are invited to write for further information regarding the use of this excellent course in schools.

THE CATHOLIC HIGH SCHOOL LITERATURE SERIES

JOY IN READING

➔ **BOOK ONE**, presents a wide variety of selections closely coordinated with the every day interest of the student. In order to enrich the thought of the student in the proper manner, each unit has been designed to emphasize the principles underlying Catholic Life.

APPRECIATION THROUGH READING

➔ **BOOK TWO**, is a study of literature through types. Included are the short story, drama, poetry, journalism, the essay, the novel, etc. Many carefully tested exercises help the student to recognize and appreciate the characteristics of good literature of the various types.

AMERICAN PROFILE

➔ **BOOK THREE**, ready this summer. This book offers primarily a chronological survey and an historical survey of literature within the United States. In addition, the text places in chronological arrangement selections of Latin American writings to parallel the six successive divisions in our national literature. The student can, consequently, observe similarities in the development of the Catholic traditions, literary trends, and the concept of democracy in the two Americas.

WILLIAM H. SADLIER

11 PARK PLACE

NEW YORK

